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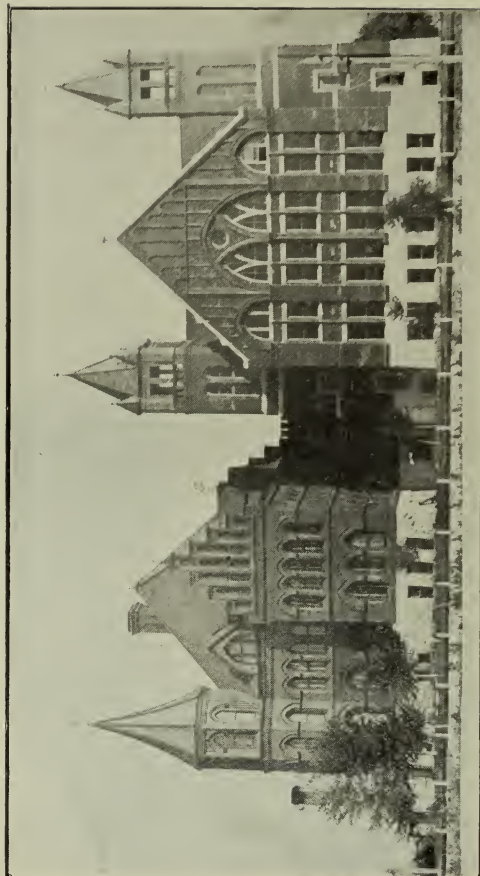
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CATALOGUE
OF THE
**Montana State Normal
College**
1913-1914



Normal College Bulletin
Catalogue Number

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The Bulletin of the MONTANA STATE NORMAL COLLEGE

Volume 15

JUNE, 1914

Number 4

Seventeenth Annual Catalogue 1913-1914



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Dillon, Montana

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CALENDAR FOR 1914-15

1st quarter begins.....	Tuesday, Sept. 8, 1914
Annual "Go".....	Saturday, Sept. 26, 1914
1st quarter ends.....	Noon, Wednesday, Nov. 25, 1914
Thanksgiving recess, Wednesday noon, Nov. 25, to Monday morning, November 30, 1914.	
2nd quarter begins.....	Monday, Nov. 30, 1914
Christmas recess, Friday noon, Dec. 18, 1914, to Tuesday morning, Jan. 5, 1915.	
Lincoln's birthday.....	Friday, Feb. 12, 1915
Washington's birthday.....	Monday, Feb. 22, 1915
2nd quarter ends.....	Friday, March 5, 1915
3rd quarter begins.....	Monday, March 8, 1915
Easter recess from Thursday noon preceding to Tuesday morning following Easter Sunday.	
3rd quarter ends	Thursday, June 3, 1915
4th quarter begins.....	Tuesday, June 8, 1915
4th quarter ends.....	Friday, Aug. 7, 1915
Eighteenth College year begins.....	Tuesday, Sept. 7, 1915

The State Board of Education

EX-OFFICIO

Term expires January, 1917

His Excellency the Governor, Hon. Samuel V. Stewart, Chairman
The Attorney-General, Hon. Daniel S. Kelley
The Superintendent of Public Instruction, Hon. Henry A. Davee,
Secretary

BY APPOINTMENT

O. W. McConnell, Helena.....	Term expires February, 1915
Ward H. Nye, Billings.....	Term expires February, 1915
W. S. Hartman, Bozeman.....	Term expires February, 1916
S. D. Largent, Great Falls.....	Term expires February, 1916
Joseph C. Smith, Dillon.....	Term expires February, 1917
John Deitrich, Helena.....	Term expires February, 1917
Charles H. Hall, Missoula.....	Term expires February, 1918
J. Bruce Kremer, Butte.....	Term expires February, 1918

EXECUTIVE BOARD OF THE STATE NORMAL COLLEGE

Joseph E. Monroe, Chairman, ex-officio and Treasurer
Ralph R. Rathbone, Secretary.....Term expires April, 1915
Robert W. Boone.....Term expires April, 1917

TRUSTEES, SCHOOL DISTRICT NO. 10, BEAVERHEAD COUNTY (The Training School)

Leonard Eliel, Chairman.....	Term expires April, 1915
John F. Bishop.....	Term expires April, 1915
Hugh L. McCaleb.....	Term expires April, 1915
J. H. Gilbert.....	Term expires April, 1917
A. L. Stone.....	Term expires April, 1917

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FACULTY

JOSEPH E. MONROE, B. A., **Kansas Normal College**,
University of Glasgow, New York University.
President and Professor of Physics and Chemistry.

LUCY HAMILTON CARSON, M. A., **University of Illinois**,
Illinois State Normal University, University of Chicago.
Professor of English.

MRS. ANNA W. OWSLEY,
Matron.

LAURA M. KRESS, B. L., **University of Wisconsin**.
Professor of Latin and German.

ROBERT CLARK, M. A., **Clark University**, Amherst College,
New York University.
Professor of Psychology and Biology.

E. RAY MOSHER, A. M., **Western Reserve University**,
University of Minnesota.
Vice-President and Professor of Mathematics.

ADDIE E. BETTES, Grand Rapids Training School, University of
Michigan, University of Chicago.
Professor of Methods and Supervisor of Primary Training.

GRANT E. FINCH, M. Ph., Sc. D., **Upper Iowa University**,
University of Chicago.
Professor of Methods and Director of the Training School.

NINA M. NASH, **Madison State Normal School**,
Diploma Teachers' College Columbia University, Chicago University.
Supervisor of Intermediate Training.

LILIAN R. FREE, Wisconsin Library Commission.
Librarian.

FRANK HARMON GARVER, M. A., Ph. D., **State University of
Iowa**, Upper Iowa University.
Professor of History and Economics.

The institutions named are those at which the members of the faculty have been educated, those at which the degrees were obtained being in black-faced type.

The names of the faculty, except the president, are arranged in the order of the date of appointment.

LUCY E. HERRICK, Columbia School of Music, Cosmopolitan
School of Music.
Instructor in Vocal Music.

EMMA AGNES SCOTT, Valley City State Normal School,
University of Wisconsin.
Instructor in Physical Culture and Reading.

WALTER SCOTT, A. M., **Yale University**, B. S., **Valparaiso Uni-
versity**, National Normal University, Harvard University.
Assistant Professor, Physics and Chemistry.

EDITH HATCH, Cincinnati Conservatory of Music.
Graduate and Post-graduate of the Cincinnati Conservatory of Music.
Pupil of Louise Sims, Theodor Bohlmann, Hans Richards
and Clara Baur.
Instructor in Piano, Pipe Organ, Voice Culture and Harmony.

EDNA W. KETCHUM, B. Pd., **Montana State Normal College**,
B. L., **University of California**.
Instructor in English and Mathematics.

EDITH McDOWELL, B. S., **Kansas State Agricultural College**.
Instructor and Supervisor, Domestic Science.

JOHN B. CLULEY, Michigan Central State Normal School,
University of Wisconsin.
Instructor and Supervisor, Drawing and Manual Arts.

REBECCA L. LAWRENCE,
Secretary to the President.

SPECIAL INSTRUCTORS FOR THE SUMMER SESSION, 1913

ELIZABETH CONDIT, State Manual Training School,
Pittsburg, Kansas.
Domestic Science.

MABEL W. VINCENT, Oshkosh State Normal School,
Thomas Training School.
Public School Music.

ROBERT M. MOSHER, University of Minnesota,
Pioneer Business College.
Penmanship and Orthography.

CRITIC TEACHERS

Normal College Training School

DELIA DORCHESTER, **Potsdam State Normal School**,
Harvard University, University of Chicago, Columbia University.
Eighth Grade.

AMY E. LEES, **Winona State Normal School**,
University of Minnesota.
Seventh and Eighth Grades.

ALICE E. RUSSELL, B. Pd., **Montana State Normal College**,
University of California.
Seventh Grade.

JENNIE M. SANDERS, **Iowa State Teachers' College**,
Sixth Grade.

ANNABEL B. LONG, B. S., **Teachers' College Columbia University**,
Superior State Normal School.
Fifth Grade.

BERT SHORTT, **Illinois State Normal University**.
Fifth Grade.

LILLIAN A. BAKER, **Bridgewater State Normal School**,
University of California.
Fourth Grade.

LYDIA ROBERTS, **Central Michigan State Normal School**,
Third Grade.

ELIZABETH PRICE JONES, A. B., **Shepardson College**,
University of Chicago.
Third Grade.

GRACE M. RAIT, **Iowa State Teachers' College**.
Second Grade.

RIETTA JOY RUST, **Teachers' College Columbia University**.
Second Grade.

ALMA VAN DE WALKER, **Central Michigan State Normal School**,
University of Chicago.
First Grade.

MARY L. INNES, **Montana State Normal College**, Universities of
Utah and California, University of Chicago, Columbia University.
First Grade.

ANNA HAZARD, **Central Michigan State Normal School**.
Ungraded Room.

Montana State Normal College

Origin of the Institution

The Act of Congress under which the state of Montana was admitted to the union, set aside one hundred thousand acres of the public domain for the establishment and support of a state normal school. In pursuance of the same plan the Legislative Assembly of Montana has passed acts establishing the State Normal School, locating it at Dillon, providing for the erection of buildings, and appropriating money to defray its expenses. The first building was completed and the school opened in 1897.

By an act of the Eighth Legislative Assembly, which became a law Feb. 25th, 1903, the name of the institution was changed to the Montana State Normal College.

Purpose of the Institution.

The chief purpose of the college is to fit young people for teaching, especially in order to provide the public schools of Montana with teachers properly equipped both with instruction and with professional training.

It has been well said that the work of the teacher is not to teach geography and arithmetic, but to teach children. It is therefore essential for the teacher to understand the child, the nature of his mind and laws of its development, and to learn how to apply this knowledge to the actual teaching of the child. All this must be accomplished through a thorough study of psychology and pedagogy supplemented by systematic observation of good teaching, and finally by actual practice in teaching under competent supervision.

It still remains true, however, that geography, arithmetic, and various other branches of study, are the principal vehicles through which the teacher's work is accomplished. The teacher must therefore be thoroughly familiar with these subjects. It is not enough for the teacher to know as much of these subjects as he will have occasion to teach. Successful teaching, even in elementary grades, requires a strong grasp of the subject in its broader relations. In other words, scholarship is a necessary qualification for a teacher.

Courses of Study

Two principal courses are offered. The degree course leads in four years to the degree of Bachelor of Pedagogy. This course affords abundant preparation for the technical work of teaching, and also gives the teacher a fair equipment of general culture. The three years' course includes most of the professional work of the degree course, but less of general culture and of the more advanced pedagogical study.

Graduate Course.

Facilities are offered for graduates of this institution or of colleges or normal schools of equivalent grade, to pursue more advanced courses, especially with a view to preparation for principalships and superintendencies. This course leads to the degree of Master of Pedagogy, and is more fully described under the subject of degrees.

Supervisors' Courses.

Advanced courses of one year in length are offered in Domestic Science and Domestic Art, Manual Training, and Music to those who desire to become supervisors of these subjects in the elementary schools. Graduation from the three or four years' course is a condition for entrance upon any one of these courses.

Elementary Course

An elementary course of two years includes all the subjects upon which examinations are required for county teachers' certificates of any grade. No diploma is given on the completion of this course, but all who have finished it can secure teachers' certificates by submitting their credits to any county examining board in the state and satisfying the requirements of the law as to age and experience.

This course also fully prepares those who have completed the work of the common schools to enter the three or four years course.

Special Courses.

A wrong impression in regard to normal training is held by many persons, who suppose that method work consists of clever devices which can easily be explained and illustrated, so that any intelligent person can quickly learn to copy the devices and advantageously put them to practice. It ought to be understood that normal courses in methods must be a sham unless they are based on intelligent comprehension of psychological and pedagogical principles. The Normal Col-

lege cannot undertake to instruct in method those who lack the basis. Special students must not expect, therefore, to be admitted to classes in method, observation, and practice without the preparation afforded by the earlier years of the course.

Special courses in training, are offered, however, for the benefit of teachers—a more advanced course for those who wish to supplement previous normal training, and an elementary course for those who are not normal students. The latter should be reminded, however, that no amount of method work will enable people to teach that of which they are themselves ignorant, and without due preparation such a course would be profitless. Particular attention is given to these special courses in the summer quarter.

Pupils who are now pursuing a normal course, but wish to prepare for examination for any county or state certificate, may enter the school at any time during the year, and with the consent of the president, join such classes, already organized, as their acquirements fit them for.

It should be clearly understood, however, that pupils are encouraged to take special courses only as a temporary expedient, where necessity compels them to teach for a time to earn the means for completing a thorough course.

In view of the ample facilities which the State has provided, and the very small cost, a teacher who has not enough ambition to be willing to make the small sacrifice necessary to devote two or three years to preparation for the profession, is unworthy of the teacher's calling.

Requirements for Admission

Students who have passed the Eighth Grade Examination prescribed by the Superintendent of Public Instruction, are admitted to the Elementary Course without further examination.

Applicants for admission to the Three and Four Years Courses are admitted on any one of the following conditions:

1. Completion of the Elementary Course in the Montana State Normal College.
2. Diploma from any accredited high school in Montana.
3. Applicants who have either partly or wholly completed the course of a university, college, or state normal school, may, in the discretion of the faculty, be admitted without examination. In such cases, applicants must file with the secretary certificates from such educational institutions, setting forth the amount of work satisfactorily completed by the applicant. This work must embrace in every

subject at least the equivalent of the work required for the completion of the Elementary Course in this institution.

4. Examination by the faculty on all the work of the Elementary Course except Theory of Teaching.

Credits for Advanced Standing

When students can show to the satisfaction of the faculty, by examination or otherwise, that they have already accomplished successfully a part of the work of the normal courses, they may be excused from repeating such work. It should be understood, however, that studies pursued in a high school are not usually the equivalent of subjects of the same name in the normal course. This is especially true of science work done where laboratory facilities are limited, or where the work is carried on without previous study of advanced mathematics.

Full credit is allowed for equivalent work done at the State University, the Montana Agricultural College or the Montana State School of Mines. Standings from similar institutions in other states may be recognized at the discretion of the faculty. Applications for credits must be made at the time of entrance.

Diplomas

A diploma from the Montana State Normal College authorizes the holder to teach in any public school in Montana for six years without examination. Life diplomas are granted by the State Board of Education, without examination, to all graduates of a Degree Course after they have successfully taught in the state for eighteen months, and to graduates of a Three Years Course after twenty-seven months of successful experience. In many other states diplomas of the Montana State Normal College also receive similar recognition.

Degrees

The degree of Bachelor of Pedagogy is conferred on those who complete the Four Years Course.

The Master's Degree

The degree of Master of Pedagogy is not granted indiscriminately to all who may pursue a prescribed course, but is a mark of distinction conferred for special merit. The minimum requirements are that a candidate shall already have a Bachelor's degree from the Montana State Normal College, or from some other college or university of recog-

nized character and standing, and must spend at least one year in resident graduate study at the Montana State Normal College.

During this year the work is divided into two parts, a major and minor. The major must in all cases be taken in the department of pedagogy, and will be equivalent approximately to twelve lectures or recitation hours per week.

The minor subject will require approximately half as much work as the major, and in the case of candidates who are bachelors of pedagogy, may be selected from any department of the college. Candidates whose bachelors' degrees are in arts, science, philosophy or letters, may be required to take the minor as well as the major in the department of pedagogy, unless they have made a specialty of pedagogy in their undergraduate course.

Before receiving the master's degree, a candidate must present to the faculty a satisfactory thesis on some subject, chosen in consultation with the faculty, along the line of pedagogical investigation, and must pass a satisfactory examination on the graduate work pursued.

Kindergarten Certificates

The law of Montana reposes in the State Normal College the sole power to issue certificates authorizing persons to teach in public kindergartens. Applicants should address the President of the College, and if graduates of kindergarten courses, enclose copies of their credentials.

Credits on Teachers' Certificates

By an act of the Thirteenth Legislative Assembly, the high character of work done at the Montana State Normal College was recognized in that credits earned in this institution in any subject required for any grade of county teachers' certificate, are to be accepted in lieu of examination in those subjects by any county examining board in the state. This is the only institution in the state to which this recognition is given by law—the only institution having the right to certify to credits to be accepted on teachers' certificates—as it is also the only institution in the state which devotes its whole attention to the training of teachers.

Outline of Courses of Study*

Elementary Course

First Year

First Quarter		Second Quarter		Third Quarter	
Grammar	5	Grammar	5	Composition	5
Arithmetic	5	Arithmetic	5	Algebra	5
Geography	5	Geography	5	Physiography	5
U. S. History.....	5	U. S. History.....	5	Civics	5

Unprepared

Physical Culture.....	2	Physical Culture.....	2	Physical Culture.....	2
Penmanship	3	Spelling	3	Oral Expression.....	3

Second Year

Amer. Literature.....	5	Amer. Literature.....	5	Amer. Literature.....	5
Algebra	5	Algebra	5	Plane Geometry.....	5
Physiology	5	Physics	5	Physics	5
English History.....	5	Ancient History.....	5	Ancient History.....	5

Unprepared

Physical Culture.....	2	Physical Culture.....	2	Physical Culture.....	2
Penmanship or Drawing.....	3	Spelling or Music.....	3	Oral Expression.....	3

The Three Years Course

Freshman Year

First Quarter		Second Quarter		Third Quarter	
Eng. Literature	5	English Literature.....	5	Eng. Literature	5
Plane Geometry.....	5	Solid Geometry.....	5	Advanced Algebra.....	5
Mediaeval History	5	Biology	5	Biology	5
Chemistry	5	Chemistry	5	Modern History.....	5

Unprepared

Physical Culture.....	2	Physical Culture.....	2	Physical Culture.....	2
Spelling	3	Oral Expression.....	3	Oral Expression.....	3

*Physical Culture is required in all courses of all students except those who are excused because of physical defects. Such students are required to attend physical culture classes for observation.

†Numerals indicate the number of recitation hours per week.

Junior Year

Advanced Physiology and Hygiene.....	5	Psychology	5	Psychology and Principles of Teaching.....	5
Grammar.....	5	American History.....	5	American Government.....	5
Arithmetic II.....	4	Arithmetic III.....	5	Composition	5
Geography	5	Advanced Physics.....	4	Advanced Physics.....	5

Unprepared

Penmanship	2½	Drawing or Music.....	5	Drawing or Music.....	5
Drawing or Music.....	2½	Physical Culture.....	2	Physical Culture.....	2
Physical Culture.....	2				

Senior Year

Observation and Teaching.....	5	Teaching	5	Teaching	5
Nature Study and School Hygiene.....	5	Methods	5	Methods	5
Economics	5	Oral English.....	5	History of Education.....	5
Food Chemistry or Manual Training.....	5	Domestic Science or Manual Training.....	4	Domestic Science or Manual Training.....	4

Unprepared

Music or Drawing.....	3	Music or Drawing.....	5	Music or Drawing.....	5
Games	2	Spelling	2	Games	2

The Four Years Course

Leading to the Degree of Bachelor of Pedagogy

For this course all the work of the three years' course is required, and in addition electives, making this a four years' course. The electives are to be chosen from any of the following groups as wholes.

GROUP I*—Latin, 6 quarters; German, 6 quarters.

GROUP II*—Latin or German, 6 quarters; History, 3 quarters; Sociology, 1½ quarters; English, 1½ quarters.

GROUP III—Mathematics, 6 quarters; Science, 6 quarters.

GROUP IV—Mathematics, 3 quarters; Science, 3 quarters; History, 3 quarters; Sociology, 1½ quarters; English, 1½ quarters.

GROUP V*—German or Latin, 6 quarters; Mathematics, 3 quarters; Science, 3 quarters.

GROUP VI*—German, 6 quarters; Science, 6 quarters.

Ordinarily the elective work should be done in the second and third years of the course.

Course for Supervisors of Domestic Science and Domestic Art

First Quarter	Second Quarter	Third Quarter
Textiles	Home Nursing.....	Teaching
Domestic Science, Domestic Art.....	Domestic Science, Domestic Art.....	Domestic Science, Domestic Art.....
Food Study	Food Study	Food Study
House Sanitation.....	Home Economics.....	Dietetics

Unprepared

Art Needlework.....	5	House Decoration.....	5
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Course for Supervisors of Drawing and Manual Training

First Quarter	Second Quarter	Third Quarter
Composition and Design I 5	Composition and Design II 5	Teachers' Course in Drawing 5
Mechanical Drawing..... 5	Teachers' Course in Manual Arts..... 5	Drawing III..... 5
Primary Man. Training... 5	Grammar Grade Man. Training..... 5	Teaching Drawing..... 5
Woodwork II..... 5	Woodwork III..... 5	Teaching Man. Arts..... 5

Course for Supervisors of Public School Music

First Quarter	Second Quarter	Third Quarter
Observation 5	Teaching 5	Teaching 5
Methods 5	History of Music..... 5	History of Music..... 5
Harmony 5	Harmony 5	Studies from Victor Records..... 5
Study of Musical Instruments 3	Folk Dancing..... 3	Chorus Conducting..... 3
Vocal, Piano..... 2	Vocal, Piano..... 2	Vocal, Piano..... 2

Unprepared

Sight Singing..... 2	Sight Singing..... 2	Sight Singing..... 2
Ear Training..... 2	Ear Training..... 2	Ear Training..... 2

Description of the Courses

Departments of Education and Training

The work of these departments covers the theory and practice of teaching. It begins in the second quarter of the junior year in both courses with observation of teaching in the training school.

1. Observation

The purpose of the course in observation is to furnish the student a concrete basis for subsequent work in psychology, pedagogy and training in actual teaching. Each student in the class spends three hours a week in the training school, observing under the direction of the Training Department, School management, the teaching process and child study are studied in concrete form and from references. The work for each day is outlined in the form of a syllabus, which the student is required to fill out after study and observation. Following each day's observation the whole class meets with the instructor for conference and instruction. Five hours a week, first half of first quarter.

Prof. Finch, Miss Nash, Professor Bettes.

2. Educational Psychology

This course aims to give the students a general and especially a practical knowledge of modern psychology; a knowledge that can and will be applied later, in their teaching, in their lives. The first part of the course, which is an immediate continuation of Advanced Physiology (a prerequisite for Educational Psychology), is a study of the physiological foundation for the study of the mind. Special attention is given to studying the sense organs, and the anatomy, physiology and hygiene of the brain. A little time is spent in a study of brain localization, aphasia, and the physiological basis for habit formation. Thorndike's "Elements of Psychology" is used as the principal textbook, especial attention being paid to the descriptions and illustrations of the different mental states and to dynamic psychology. The work is supplemented by occasional lectures, collateral reading and reports of individual studies based upon the observation of pupils in the training school. Although having a general value this study is positively required before a student is allowed to take the course in Principles of Teaching. Laboratory work—acquaintance with psychological apparatus and the performance of simple ex-

periments—is used only as far as it helps to better understanding of the subject. Five hours a week, second quarter, and first half of the third quarter. Prof. Clark.

3. Principles of Teaching.

In this course the student learns that all school work should be based upon pedagogical principles. Such fundamentals as Instincts and Capacities, Individual Differences, Interests, Laws of Association, Motor Expression, and Habit are studied and freely discussed. Illustrations are taken from individual experiences and actual conditions as observed in the training school. This study forms the connecting link between psychology and biology on the one hand and educational practice on the other. Thorndike's "Principles of Teaching" is used to suggest the questions for discussion. Five hours a week, half of third quarter. Prof. Clark.

4. Special Methods

This work is divided into three divisions, primary, intermediate and grammar grade methods. The three supervisors of training take charge of the classes in methods in their departments.

I. Primary Methods. First, second, and third grades.

This course is based upon (1) the laws of child mind so far as modern research has revealed them, (2) material adapted to the child mind, (3) methods of presenting the material selected.

Much attention is given to suitable ways of beginning each subject, as reading, arithmetic, penmanship. Present day methods are viewed in the light of the history of the subject during the past twenty years. A careful survey is made of the ground to be covered in each grade for each half year. Suggestive outlines are offered, showing the sequence in which number facts are most easily learned, the topics of geography best correlated, the phonic elements most readily mastered.

The transition from the purely oral instruction of the first primary grades to the introduction of the text-book is noted. The purposes and use of the text-book is discussed. Texts are compared and criticized.

Desirable sources of children's literature are indicated. A critical study is made of types of stories suited to each grade.

Definite instruction in cardboard construction, weaving, and handiwork of all forms suited to the primary grades, is part of the course. Students become familiar with the state



Auditorium



Lecture Room—Physics and Chemistry

course of study, and are assisted to an intelligent interpretation of its contents. Five hours a week, 12 weeks.

Professor Bettes.

II. Intermediate Methods. Fourth, Fifth and Sixth grades.

The course in Intermediate Methods begins with the work of the fourth grade. In each subject the transition from the primary work is noted and the best means considered of adapting the new work to the child with his changing mental and motor activities.

The various subjects are considered both from the psychological and pedagogical points of view.

Arithmetic problems and language topics suited to different sections are suggested, together with correlations which may be made with this work and geography, history, and art.

The best ways of using the texts adopted by the state are discussed, and the text-books are compared with others of the same kind.

The State Course of Study is considered for each subject and each grade, and suggestions made as to the best way to carry it out successfully. Five hours a week, 12 weeks.

Miss Nash.

III. Grammar Grade Methods. Seventh and Eighth grades.

Each subject of the course of study for these grades is here taken up and studied as to principles and methods. The students note its comparative importance and place. Particular effort is made to enable the class to distinguish between innovations based on principles and those depending on mere devices. The students make critical observation in the schoolroom of the methods in the subjects they are studying. They are required to prepare model lesson plans.

Lists of apparatus, text-books, and helps in each branch are given. Special attention is paid to the problems and difficulties in the work of instruction of adolescent pupils. 5 hours a week, 12 weeks.

Professor Finch.

5. Teaching

Students of the senior class are required to observe and teach daily in the training school throughout the year. Preparation for this teaching is secured by the following means: (1) through a carefully planned course of professional study; (2) reviews of the subjects to be taught; (3) the study of special methods in those subjects; (4) observation of the work of the critic teachers; (5) the preparation of working plans.

Each student, on being given an assignment in the training work by a supervisor, observes the work to be done as it is carried on by the critic. After such observation the student prepares a general plan of the work. When this plan has been passed upon, the student prepares daily plans. On acceptance of these, the student begins actual teaching. This teaching is observed by the critic teacher, with whom the student meets in semi-weekly conference. Each student in training is expected to teach in primary, intermediate and grammar grades. Those who show decided aptitude and preference for any particular grade are allowed additional but not exclusive time here. They are regularly changed from subject to subject and from grade to grade in order to give breadth of experience and training. And yet the student must remain long enough in each room so that advantage may be taken of the mutual acquaintance of critic, training supervisor and class.

As the student teachers grow in power they are given an increasing amount of responsibility. They are expected to make themselves more and more useful in the carrying on of all the activities of the school. In this way they increase their control over the pupils and in addition, gain steadily in confidence and self-reliance. Before they leave a room in which they have proved themselves, they are given for a brief time entire charge of the room with the management of two classes, the one at recitation and the other at lesson preparation. When the teaching of a student in the training school has been completed the estimate of the critic and supervisor as to quality of the work and degree of ability shown are placed on file in order that the proper representation may be made to superintendents and school boards regarding the student's fitness for any school position. Five hours a week, three quarters.

6. School Hygiene

The aim of this course in school hygiene is to give the student command of those principles of hygiene which are directly related to the efficiency of the school. Shaw's "School Hygiene" is used as a text. It is supplemented by lectures, collateral reading, individual study based upon personal experience and special observation, especially as suggested by Hoag's Health Index. Five hours a week, second half of first quarter.

Prof. Clark.

7. History of Education

The various systems of education, the origin and growth of educational ideas and customs and the influence of the great educators are studied. History of Education has a

cultural value in that it shows so clearly social cause and effect; it has a practical value in that it reveals to the prospective teacher the success and failure of different methods. Also, by studying educational biography, the pupils will "consult the lives of others and from thence fetch examples and aims for their own imitation." Monroe's "Briefer Course" is used as a text-book. Five hours a week, third quarter.

Prof. Clark.

8. The Child-Study Club

Monday evenings a group of seniors and teachers meet to consider various phases of child life. At each meeting one or two reviews of the best writings on child-study are presented and then discussed. Occasionally children themselves are present in order to illustrate the topic for the evening. During the past year the members of the club have become acquainted with Tyler's "Growth and Education," Rowe's "Physical Nature of the Child," Hall's "Contents of Children's Minds," Hancock's and Bryan's "Studies of Motor Abilities," Forbush's "Boy Problems," Helen Keller's "Story of My Life" and other works dealing with the physical, mental, and moral nature of the child, including pictures, magazines, and story books for children and those depicting child life. One hour a week throughout the year.

Prof. Clark.

Department of Physics and Chemistry

PRESIDENT MONROE, Professor of Physics and Chemistry

WALTER SCOTT, Assistant Professor of Physics and Chemistry

This department occupies three large and two small rooms on the first floor and east side of the new college building; the suite consists of a lecture and class room, a physical laboratory to which is joined a dark-room for optical work, photography and the storage of apparatus and supplies, a chemical laboratory to which is joined a large stock-room for the storage of chemical supplies and apparatus and is also available for the use of students who undertake some special work under the direction of the instructor.

The lecture room is large, well lighted and ventilated and has the seats arranged in tiers so that all demonstrations from the lecture table may be in full view of every one in the room. It is also provided with all the modern conveniences of a science class room. Hot and cold water, gas, electric light, electric current of the alternating type, supplied from the commercial circuit and that of the direct type, from a storage battery or a direct current dynamo, both of which are installed in the physical laboratory, and from which by proper wiring, the current is made available for use in this room and both laboratories. In addition to these conveniences there have been provided as equipment, an excellent arc-light stereopticon and other projection apparatus, a large number of slides, diagrams and illustrative material for projection work and all necessary material for securing the fullest use possible of the projection apparatus. This room is situated between the physical and chemical laboratories, with both of which it communicates directly by means of large double doors, thus making any apparatus from either laboratory readily accessible for demonstration work when required.

The physical and chemical laboratories are large, well equipped, conveniently situated and provided with solid piers built from the ground for the purpose of supporting very sensitive chemical balances, galvanometers and other apparatus used in making exact and delicate measurements, with which operations the ordinary vibrations of a floor would interfere. A more detailed description of the equipment of these laboratories will be found under "Laboratories and Apparatus" in this catalogue.

1. Elementary Physics

This course is equivalent to the course offered by high schools, and although accomplished in a shorter time this is made possible by having students of a more mature age, a smaller number of subjects for study, a longer period for class and laboratory work, better supervised preparation and a more extensive equipment with which to work.

Recitations and lectures, with laboratory experimental and construction work, are included. The manipulation and care of apparatus are given careful attention. Those who complete this course will be able to do intelligent work in chemistry, physiography and physiology, pass examinations required for teachers' certificates, and with the additional work in mathematics in the first and second years of college course, enter the advanced work in physics, offered in the senior year.

Mumper's "Text-Book in Physics" is used as a basis for the work. Five hours a week, first and second quarters.

2. Elementary Geography

This course takes up a thorough review of descriptive geography. Much attention is given to the study and interpretation of maps and globes. One important aim is to equip students with such a knowledge of the mathematical phases of geography that the globe becomes one of the most helpful instead of one of the most useless of adjuncts to a school's geographical supplies. All of the best geographies, as well as an extensive reference library are drawn upon for this work. Special efforts are made to secure familiarity with the adopted text-book of the state. The standard commercial geographies are also used largely in this work. Five hours a week, first and second quarters.

3. Chemistry

The common elements and compounds are studied systematically. The principles, laws and theories are studied, and verified by experiment. Students perform experiments as directed by text-book, laboratory manual or instructor. Drawings are made and notes carefully written concerning every experiment. All phenomena observed are recorded, and students recite from this work. Close attention is given also to the formation and interpretation of chemical formulae and equations.

This course enables students to read intelligently and get a general understanding of such sciences as geology, physiology and others which follow in the regular course of study. Five hours a week, first and second quarters.

4. Food Chemistry

This course is required of all domestic science students. The course differs from the ordinary course in general chemistry in that attention is given almost exclusively to the chemical constituency of foods, as the title implies. Five hours a week, first quarter.

5. Physiography

Land forms, agents of change, climate, and the principles of elementary meteorology are included in the work of this class. Field work for the purpose of studying soils, work of streams, weathering of rocks, effects of plants and animals in determining these forms, and such other topics are connected with this subject, is done. Records of thermometric and barometric conditions are made. Extensive reading from a well selected library of reference works is required. Text-book work done is based upon Salisbury's, Tarr's, Dryer's and Davis' physical geographies, with frequent reference to standard geologies and meteorologies. Five hours a week, third quarter.

6. Advanced Physics

This course requires a general knowledge of algebra, geometry, and plane trigonometry; students entering for this course must also offer as preparatory work, standing equal to that required for passing elementary physics in the Montana State Normal College or the equivalent of a year's work in physics in an accredited high school, as all of the work done in this course is in advance of that done in secondary schools. The ability to handle readily arithmetical, algebraic and geometrical applications to the elementary work in this subject is required of all who complete this course.

The laboratory work is planned so as to throw the students upon their own resources as far as possible, in planning and carrying out the experiments that are undertaken. For the use of apparatus with which exact measurement is required, carefully drawn directions and detailed description are supplied for the students' use, either from laboratory manuals or typewritten instructions by the instructor in charge but for all other laboratory work the aim is to make it a means of independent investigation, a test of the student's ability to apply principles and an opportunity to verify laws or statements of fact met with in the study of the subject rather than a test of his ability to manipulate apparatus according to formulae.

No regular laboratory manual is used in connection with this course; material drawn from the work done and subjects

studied in class and suggested in the lectures, forms the basis for the experimental work undertaken.

Two hours of class work and four hours of laboratory work are required each week. The class work consists of recitations, lectures, and demonstrations, the laboratory work includes the manipulation of demonstration apparatus and the construction of simple apparatus for class use.

The mathematical preparation of students in the secondary schools does not make possible the doing of much quantitative work in the physical laboratory except such as is of purely mechanical kind. The laboratory course here is principally quantitative in character, taking up the qualitative only as students are deficient in work of that character.

The class work is based upon text-books of the grade of Linebarger's Physics. Millikan and Gale's "First Course in Physics," and Carhartt and Chute's High School Physics, while Ames' "Theory of Physics," Everett's "Deschanel," Glazebrook's "Statics and Mechanics," and other standard works are drawn upon for students use. Four hours a week, second and third quarters.

7. Geology

Text-books, laboratory and field work are done. The surrounding country furnishes abundance of material for the study of dynamical and structural geology and the economic features of this subject receive special attention.

So far as possible the work is made to bear especially upon the geology of Montana. Minerals are studied from actual specimens. Methods of identifying and classifying such by chemical tests, general appearance, and blow pipe analysis are taught. Five hours a week, 18 weeks.

8. Astronomy and Astro-Physics

These subjects are offered only to students whose mathematical preparation is sufficient to enable them to understand such work.

Descriptive Astronomy is the phase of the work that receives the greatest amount of attention in that subject. The mathematical work includes both the theoretical and practical, such as the theory of least squares, use of the sextant, determination of time, latitude and longitude.

The course offered in astro-physics is determined by the needs and advancement of those who undertake the study of the subject. Problems in spectroscopy form an important part of the course. Five hours a week, 18 weeks.

9. Geography, Review and Methods

The object of this course is two-fold, viz:

1. To review the subject matter.

Without a thorough knowledge of the subject matter, the teacher is unable to select or assign material for study, know what is accurate or useful, apply effective methods of instruction, or direct work.

2. To study, plan, and develop the best methods of presenting the subject in the public school.

While the first is insisted upon as a basis for the second, the larger portion of the time is devoted to the second. Students become acquainted with the literature of geography, its necessary connection with history, the nature and proper use of a text-book, the meaning of maps and globes as geographical aids, how these should be used in presenting the subject to classes, and the different projections ordinarily used in map and globe making. The aim is to equip teachers with subject matter and methods of using the same to the best advantage in the work of the public schools. A large and well selected geographical library is available for student's use. The equipment for this work has also been greatly improved by the addition of a large number of lantern slides which illustrate all phases of the subject, and the collection is particularly rich in industrial geography. More than two thousand carefully selected slides, or slides made in the department are available.

The work of this class is arranged for students in the Junior year and requires five hours a week, first quarter.

SUMMER QUARTER

In articulating the work of this department with that of the fourth or summer quarter it is the aim to present in rotation the various subjects so that attendance and the successive summer quarters will not entail the necessity of repeating or omitting subjects of this department altogether.

Courses in elementary Physics, Physiography and Geography are offered each summer for those who are preparing to teach or wish to earn credits for teachers' certificates.



President's Office



Library and Reading Room

Department of Mathematics

PROFESSOR MOSHER

MISS KETCHUM

1. Arithmetic

Course I. A course in arithmetic for first year elementary students. That students may acquire a reasonable amount of proficiency in calculation, the first part of the course is given to a thorough review of the fundamental laws governing operations with integers and fractions, no advanced work in arithmetic being touched upon until the ability to effect ordinary computations with accuracy and a fair degree of speed is manifest. Fractions, decimals and percentage are presented as closely related, and all technical topics, such as insurance, promissory notes, bank discount, stocks and bonds, etc., are fully and carefully explained before any problem work is attempted. A thorough review of mensuration completes the course. Five hours a week, first and second quarters.

Course II. The history and teaching of arithmetic. The course will begin with a study of the interesting history of arithmetic and its development from the time of the ancient Egyptians. Modern, or Hindu, arithmetic will receive especial attention and the development and evolution of the various processes will be fully explained. As a natural sequence to this part of the work, methods of teaching arithmetic will be dealt with, careful emphasis being laid upon the contrast between modern and ancient methods, particularly methods of the nineteenth century. A standard text-book on the teaching of arithmetic will be used, and the work will be supplemented by frequent lectures. Four hours a week, first quarter.

Course III. A teachers' course in arithmetic. The first part of the course is devoted to a study of the principles upon which the numerical work of arithmetic is based. In connection with a rapid review of the subject matter of arithmetic, methods of presenting topics as studied in Course II are given, attention being directed to safeguards tending to secure intelligent and accurate work in the public schools instead of work which is merely mechanical and frequently inaccurate. Five hours a week, second quarter.

Course IV. A short course in arithmetic designed particularly to meet the needs of those desiring to secure a teachers' certificate credit in the subject. Attention is given

exclusively to problem solving, this course being a review of the subject matter of arithmetic solely. Five hours a week, fourth quarter.

2. Algebra

Course I. Elementary Algebra. This course is for beginners and is the equivalent of the ordinary high school course in algebra, covering in the usual order all the topics from positive and negative numbers through simultaneous quadratic equations. Problems receive a great deal of attention and graphs are studied in connection with linear and quadratic equations. Five hours a week for one year, beginning with the third quarter.

Course II. A review of elementary algebra. This course is not intended for beginners, but rather for those students and teachers who already possess a fair knowledge of algebra and who desire a thorough review of the subject. The course extends through simultaneous quadratic equations, and is designed particularly to meet the needs of those who desire to earn a teachers' certificate credit in algebra. Five hours a week, fourth quarter.

Course III. Advanced Algebra. A thorough knowledge of elementary algebra is a prerequisite of this course. The course includes a review of quadratics and a study of the progressions, imaginary and complex numbers, indeterminate equations of the first degree, permutations and combinations, the general theory of equations, and the solution of equations of higher degree both for commensurable and incommensurable roots. Five hours a week, third quarter.

3. Geometry

Course I. Plane Geometry. The ability to reason logically, clearly, and concisely, is the chief thing sought for in this course. To develop originality and independence of thought, as well as to discourage the tendency to memorize demonstrations, a large number of construction problems and original exercises is given in connection with the propositions. Five hours a week, third quarter and first quarter.

Course II. Solid Geometry. Stress is laid upon visualization and accurate representation of solids, as well as upon rigid demonstrations. The usual propositions involving lines and planes, polyhedrons, and the three round bodies are given, together with numerous numerical exercises. A series of lectures on the history and development of geometry concludes the course. Five hours a week, second quarter.

Course III. A short course in plane geometry. This course is in the nature of a rapid review and is intended mainly for those who already possess a fair knowledge of the subject. Students who complete this course satisfactorily will be entitled to a teachers' certificate credit in plane geometry. Five hours a week, fourth quarter.

4. Trigonometry

The first part of the course is devoted to a careful deduction of the trigonometrical formulae needed for solving problems, and to the study of logarithms. The latter part of the course is given to the solution of problems involving right and oblique triangles. In order that the student may find the subject not only interesting but practical the course is supplemented by a considerable amount of field work. Five hours a week, third quarter.

5. Higher Mathematics

Whenever there is sufficient demand, classes are formed in spherical trigonometry, analytic geometry, differential calculus, integral calculus, or history of mathematics.

Department of English

PROFESSOR CARSON

MISS KETCHUM

1. Grammar

Course I. A course of twenty-four weeks for eighth grade graduates and rural school teachers. Study of the sentence and the parts of speech with emphasis on the relation of grammar to correct English. Rigid drill in correct forms and in the mechanical elements of sentence-writing, including capitalization, spelling, and punctuation. Weekly themes. Assigned reading. First year of the elementary course, autumn and winter quarters, five hours a week.

Course II. A teachers' course of twelve weeks for high school graduates and students who have completed the freshman year at the Normal College. Persons admitted to this class should have had the equivalent of Course I or should have mastered the elements of Latin or German. It is the constant endeavor of the instructor in this class to demonstrate that the body of grammatical knowledge is but the scientific classification of materials, used in the construction

of sentences, and that as such it bears an essential relation to the subjects of composition and literature necessary for a teacher of language to appreciate. The grammatical analysis of selections from the best contemporary or recent writers is required, not as a mere drill in the recognition of grammatical constructions, nor for facility in dissection, but as an investigation of the way sentences are made by master workmen. Frequent written exercises to illustrate grammatical principles afford opportunity for practice in the rhetorical elements of sentence structure, clearness, unity, coherence, emphasis, and furnish a logical occasion to teach punctuation. Most of such sentence writing is based on assigned reading, so that the course in grammar is at the same time a course in reading for teachers of literature in the elementary school. Junior year, autumn quarter, five hours a week.

Course III. A review course of twelve weeks for teachers who desire credit on county certificates. Similar to Course I, but intended for more mature students. Summer quarter, five hours a week.

2. Composition and Rhetoric

Course I. Elementary course in composition, following Course I in grammar. Instruction in simplest matters pertaining to the composition as a whole. Two kinds of written exercises: (1) simple daily themes, miscellaneous in character, to accustom the student to writing and to give him some measure of freedom in the use of his pen; (2) drill exercises for accuracy. Assigned reading. First elementary year, spring quarter, five hours a week.

Course II. Paragraph writing. Paragraph structure taught in connection with the study of American prose classics. Daily paragraph themes. Study of sentence structure and choice and use of words. Supplementary reading in American narrative poetry. Second elementary year, autumn quarter, five hours a week.

Course III. Exposition and Argument. Subjects taught in connection with the study of English prose classics. Themes of three hundred words regular requirement. Occasional long themes. Supplementary reading in English narrative poetry and prose fiction. Freshman year, autumn quarter, five hours a week.

Course IV. Teachers' course in composition for students who have taken Course II in grammar. A persistent effort to give each student an ideal for his own written English worthy of a teacher, and to train him to look upon composition from the point of view of one who is to teach others to write. Exercises to correct habitual errors. Emphasis on

the structure of the composition. Supplementary reading in prose and verse. Junior year, spring quarter, five hours a week.

3. Literature

American Literature

Long Course

The course in American literature begins with Course II in composition and rhetoric, in the autumn quarter of the second elementary year, where American prose classics are made the basis of instruction in rhetoric, and American narrative poems are assigned for collateral reading. The second quarter of the year is devoted to class study of selected poems, with supplementary readings in prose. In the third quarter a text-book in the history of American literature is introduced, and reading is assigned to illustrate the historical development. Theme writing continues throughout the year.

Short Course

Study of a text-book in the history of American literature, with accompanying reading of classics, for teachers desiring credit on county certificates.

English Literature

Long Course

This subject is taught throughout the freshman year in a manner similar to that of presenting American literature in the second elementary year.

Short Course

For candidates for examination for state certificates. Similar to short course in American literature.

4. Oral English

Provision is made for oral expression as an unprepared subject, three hours a week, in one quarter each of the first and second elementary years and in two quarters of the freshman year.

A course in oral English is assigned to the second quarter of the senior year.

Department of Latin and German

PROFESSOR KRESS

Latin

The work in Latin is designed to meet the needs of such students as desire to give their course of study a classical tendency. The course covers five years of consecutive study, the last two being devoted to college Latin. Preparatory courses I-VI are offered for the benefit of students who wish to begin the study of Latin. Courses VII-X are reading courses designed for those desiring to continue the study of Latin begun in the high school. The test of fitness for admission to the reading course is thoroughness and efficiency in the previous training rather than the amount of Latin read.

The study of Roman life, the history of Latin literature, Roman mythology and antiquities, are correlated with the reading of Latin authors.

I. First year Latin (text, Collar & Daniel). Drill on pronunciation and forms. Five hours a week, the first 18 weeks.

II. Selection from folklore and *Fabulae Faciles*, Caesar. Study of syntax and prose composition. Five hours a week, second 18 weeks.

III. Caesar—selections given in Second Year Latin (Greenough, D'Ooge and Daniel) completed.

Prose composition. Five hours a week, first 18 weeks.

IV. Ovid—selections from the *metamorphoses*, study of the dactylic, hexameter and classical mythology.

Vergil's *Aeneid*—Books I and II. Composition. Five hours a week, second 18 weeks.

V. Vergil's *Aeneid*—Books III-IV. Composition and study of Roman life from such a text as Johnson's *Private Life of the Romans*. Five hours a week, first 18 weeks.

VI. Selected orations of Cicero. Composition and study of Roman life continued. Five hours a week, second 18 weeks.

VII. (a) Horace: Odes and Epodes. Study of Horatian meters; (b) Cicero, *De Senectute* or *De Amicitia*. Five hours a week, first 18 weeks.

VIII. Livy, Books XXI and XXII. Five hours a week, second 18 weeks.

IX. Selections from Latin poets—Tibullus, Propertius, Catullus, with a brief excursion into Latin comedy. Five hours a week, first 18 weeks. Offered in 1914-15.

X. Horace: Selected epistles and satires. Five hours a week, second 18 weeks. Offered in 1915.

German

The courses in German are designed to realize the disciplinary and cultural value of language study and to prepare the student to read German of a literary or scientific nature.

During the first year the emphasis is placed upon the acquisition of the essentials of German grammar together with an understanding of root forms, the value of prefixes and suffixes, etc. Easy German stories are read, poems committed to memory, and the cultivation of the "Sprachgefühl" encouraged as much as possible.

Der Deutsche Verein, a student organization open to all interested in its aims, affords opportunity for practice in German conversation, the singing of German songs and the study of German manners and customs. Two of the best German publications—"Ueber Land und Meer" and "Fliegende Blaetter"—are provided for the use of the department.

The work of the second year embraces a considerable amount of reading, varied in style and subject matter. Constant practice is given in oral translation of German into good idiomatic English, with as much sight reading as can be advantageously introduced. Such reading matter and composition material are selected as will increase the student's knowledge of the mythology, legends, literature and life of the German people.

The character of the work offered in German VI may vary, being of a literary or scientific nature, according to the needs of the students. The scientific German reading is chosen with reference to its practical value to the student desiring to do professional work along the lines of pedagogy and psychology.

The following six courses are offered. Students who have had two years of German in accredited high schools are admitted to Course III. Those who have had one year of German enter Course II. Courses V and VI, which will be given in alternation with the last two courses of advanced Latin, will be offered in 1915-16.

I. German grammar and easy reading. The texts used are Bacon's "German Grammar for Beginners" and Guerber's "Maerchen und Erzaehlungen." Five hours a week, the first 18 weeks.

II. German prose: Bacon's "Im Vaterland." Easy German lyrics; memorizing of poems. Composition. Five hours a week, the second 18 weeks.

III. A series of noveletten by representative German authors, such as Gerstaecker, Zschokke, Heyse, Baumbach, etc. Sight reading and composition. Five hours a week, the first 18 weeks.

IV. German drama. Schiller: Wilhelm Tell. Freytag: Die Journalisten. Sight reading and composition. Five hours a week, the second 18 weeks.

V. Dramatic works, such as Iphigenie auf Tauris, Minna von Barnheim, Die Versunkene Glocke, Prinz von Homburg, chosen to meet the needs of the class. Five hours a week, the first 18 weeks in 1914-15.

VI. (a) Literary Course. Study of Heine and Lessing. Outline of German literature. Report in German of two modern works read. Five hours a week, the second 18 weeks. Offered in 1914.

(b) Scientific Course. Reading in Lay's "Experimentelle Didaktik." No student admitted to this course without work in neurology and psychology. Five hours a week, the second 18 weeks. Offered in 1915.

Department of Biology

PROFESSOR CLARK

1. Elementary Physiology

It is the purpose of this course to give a general introduction to the subjects of anatomy, physiology, and hygiene preparatory to the more advanced work offered in the normal course, and also to enable those who complete it to pass the ordinary teacher's examinations on the subject. Five hours a week, first quarter.

2. Introductory Biology

It is the aim of this course to study the essentials for successful living as shown by animals and plants in their struggle for existence, by various adaptations, through the evolving of higher from lower forms, in communal as well as solitary life, with the disadvantages resulting from degeneration and parasitism.

For the first twelve weeks the principles of general biology are studied. The study for the next six weeks is devoted to practical zoology: classification, study of a few animal types, and the economics—positive and negative—values of animal life.

During the last six weeks plant life is studied. Growth from the seed, the various parts of the plant—their structure, functions, and ecology are considered. Only a little time is spent in the laboratory, but much time out of doors. Only a little time is given to a systematic botany—to crushing the life out of the flowers and pasting them into collections—but each pupil is expected to observe native plants in their natural home, and to plant and care for living botanical specimens. One important feature of this course is a study of the economic value of roots, fruits, and the products of the stem, and this is illustrated by actual specimens.

It is expected that biology will train the pupil to observe more carefully, and to appreciate more fully the great values of life. Five hours a week, second and third quarter.

3. Physiology and Hygiene

In this course more attention is given to the human mechanism—studying what the body does and how it does it and how it should be cared for—than to details in anatomy and histology. Incidentally, pathological conditions are studied, such as would enable a teacher to notice the symptoms of “school disease.”

The course is a helpful foundation for Child Study and School Hygiene, and especially for teaching physiology in the public schools. For this latter purpose one of the text-books used is that adopted by the State Text-Book Commission.

Special attention is given to studying those conditions that make for health, and such books as Pyle’s “Personal Hygiene” and Hough and Sedgwick’s “Hygiene and Sanitation” are studied.

The laboratory work consists of only such dissecting as well illustrates the different systems and organs and their functions, of a microscopic examination of the tissues, also of exercises showing the physical and chemical actions in the human body and upon food and air. A human skeleton, many models, and several charts are frequently used. Five hours a week, first quarter.

4. Nature Study

Nature study is based upon the economic, educational, ethical “Hodge idea,” making use of Hodge’s “Nature Study and Life.” Myths, poems, and other literature, such as Darwin’s study of the earthworm, William Hamilton Gibson’s, Borrough’s, and other nature-writers’ descriptions are enjoyed. It is hoped that a closer enthusiastic sympathy with

nature, as well as a truer knowledge and a more practical appreciation of the harmful and beneficial forms of plant and animal life may be derived from the study. Five hours a week, first half of first quarter.

Department of History and Economics

PROFESSOR GARVER

The Aim or Purpose

It is among the aims of this department to teach a reasonable number of the facts of history; to help the student learn how to arrange, classify, and interpret such facts; to stimulate correct historical thinking and to cultivate the judgment by emphasizing the relation between cause and effect in human affairs; to make the student's mind as broad, liberal, and tolerant as may be; to give him an acquaintance with and understanding of his environment by showing, as far as possible, how the present grew out of the past and may be made to serve the future age; to give a reasonable acquaintance with the literature of history; and, incidentally, to teach the student the use of books and libraries.

The Method of Instruction

The method of instruction differs with the different courses as the character of the subject and the grade of the work seem to require. No one method, therefore, is followed to the exclusion of all others.

In every course a standard text is required as a basis for the work. The text book is supplemented by lectures on the part of the instructor and wide outside reading on the part of the students. A large amount of topical work is done—definite topics being assigned, upon which the student reports in class. This gives an acquaintance with books and training in investigation and analysis.

Note-book work is required in most of the courses; written papers in some of them. Class discussions are frequently found of great value. Map studies are an ever present help; while sources and source material are used to a limited extent. In brief, most of the approved methods and aids of the up-to-date history teacher are used, at one time or another, in the various courses offered.

1. United States History

Two courses in American History are offered. In this, the more elementary course, about two-thirds of the time is given to that part of American History which comes before 1789. In the more advanced course, given in the Junior year, this arrangement is reversed and about two-thirds of the time is given to the National Period, or that since 1789.

A two-fold object is sought in connection with the elementary course: (1) to give the student a general knowledge of American history and, (2) to treat the Colonial Period in such a thorough manner that the emphasis may be placed upon the more important National Period in the advanced course. Text, Fiske or Ashley. Five hours a week, first and second quarter.

2. Civics

The work in Civics includes a study (1) of the local and state governments of Montana and (2) of the federal government of the United States. In connection with the first part of the course, both Swain's "Civics for Montana Students," and Harmon's "Supplement to Reinsch's Civil Government" will be used as texts, supplemented by the study of all kinds of official documents and papers illustrative of city, county, and state governments in Montana. Special attention is given to the constitution and codes of Montana, while the study of the state government is prefaced by a brief survey of the history of the commonwealth.

The second part of the course is devoted to study of James and Sanford's "Government in State and Nation," and a review of Reinsch's "Civil Government," the object being to emphasize the chief factors in the government of the United States and their practical workings. Five hours a week, third quarter.

3. English History

This course traces the origin and development of the English nation in its political, social, economic, and religious aspects. English contributions to law and government are constantly kept to the fore, while the consideration of the subject as the background and starting point of American History is emphasized throughout. Andrew's "Short History of England," or Montgomery's "Leading Facts of English History," will be used as a text and serve as a basis for the course. Five hours a week, first quarter.

4. Ancient History

The course in Ancient History is introduced by a brief study of the Eastern Nations, stress being laid upon their origins, the influences affecting their growth and development, and finally, their respective contributions to progress.

In connection with the history of Greece, her physical environment and the debt she owed to the Eastern Nations, are first noted. Then after tracing her political history, emphasis is placed upon the great contributions of Greece in the fields of philosophy, literature, art, etc.

The study of the Hellenistic period serves as a transition to the history of Rome, whose physical environment was similar to that of Greece, but whose cultural inheritance was much greater, including, as it did, the bequests of the Greeks themselves. Stress is laid upon Rome's position as the center of the world's history and upon her contributions to the field of politics and legal science.

The period of the German Migrations and the Conflict between the Roman and the Teuton is treated entirely from the Roman point of view. Myers' "Ancient History" is used as a text. Five hours a week, second and third quarters.

5. Mediaeval History

After a general review of the events of European History from the German migrations to the coronation of Charlemagne in 800, the larger events of the Middle Age proper such as Feudalism. The Struggle between the Empire and the Papacy, The Crusades, The Mediaeval Church, The Development of the Papacy, The Renaissance, and The Rise of Modern Nations, are taken up and studied in order. The introductory period covering the story of the Migrations, and the Fusion of the Races is studied from the non-Roman or Teutonic point of view, the history of the Franks, as the people through whom the transition from the Roman to the Mediaeval civilizations was most directly made, being emphasized.

In much the same way stress is laid upon The Rise of the Modern Nations and the Renaissance as the events which most perfectly connect the civilization of the Modern World with that of the Middle Age. Robinson's "Western Europe" is used as a text. Five hours a week, first quarter.

6. Modern History

The course in Modern History may be looked upon as a continuation of the above. While the political history of the great nations of Europe is traced in general outline, the

work may be said to center about the Protestant Revolution, The French Revolution, and Recent Expansion. Nineteenth Century History, especially, the stories of the Unification of Germany and Italy, receives due attention. The general aim of the course is to give the best possible understanding of the world politics of today. Text: Robinson's "Western Europe." Five hours a week, third quarter.

7. American History

According to the plan outlined under Course I, after a brief review of the Colonial Period, an intensive study of the National Period is made in the Junior year. While the constitution and political phases of our history are emphasized, the social, economic, and industrial problems are not neglected. The main object of the course is to show, as far as possible, how the institutions of the present arose out of those of the past and how a knowledge of the way in which our past problems were solved may help the present generation in the solution of contemporary problems. Channing's "Student's History of the United States" is used as a basis for the work. Five hours a week, second quarter.

8. American Government

This course will consist of a thorough study of the development and actual workings of our National Government. Something of the elements of general political science will also be woven into the course. The historical part of the course, especially, will be closely correlated with the work in American History. Five hours a week, third quarter.

9. School Law

A study of the school law of Montana will be made in connection with the course in American Government.

10. Economics

Industrial activity is the basis of all civilization, and without a clear appreciation of this relation there can be no adequate comprehension either of the present or of the past life of the human race. The fact makes some knowledge of economics fundamental in education. Without the ability to appreciate the economic point of view the teacher can make nothing valuable of the study of geography, about which is grouped the activity of the present, or history, which deals with past developments.

It is more with the idea of establishing this economic viewpoint, than of inculcating certain theories that this study is pursued. From the starting point of human wants as the basis of economic science, the influence of wants in giving

impetus and direction to industrial activity is studied and the various forms of that activity, especially in the organization of capital, of labor and of exchange, and the forces which determine the distribution of wealth are discussed. Ely's "Elementary Economics" is used as a text. Five hours a week, first quarter.

11. History of Montana

A course in the History of Montana will be offered during the summer quarter, if desired by a sufficient number of students.

12. Contemporary History

In the Four Year Degree Course an intensive study will be made of contemporary history. Beginning with a review of the French Revolution and of the Napoleonic Era, a survey will be made of Nineteenth Century History. As the present day is approached, the study will be made, not only more and more intensive, but the scope of it will be broadened to include many phases of the contemporary history of Asia, Africa, America and Australia, as well as of Europe. The chief aim of the course will be to inculcate the best possible understanding of the world problems of our own time. Elective.

13. Sociology

Social phases of education are coming to receive more recognition than formerly. For this reason, as well as by reason of the intimate connection between race history and the mental development of the child, the well-prepared teacher must comprehend something of the course of race development. The purpose of this study is not so much to discuss various theories of social organization, as it is to gain practical help on the problem of education. Beginning with a survey of primitive institutions, this study presents an outline of their evolution to the stage reached in modern society. Elective.

Department of Manual Arts and Drawing

MR. CLULEY

Drawing

Drawing will be offered throughout the junior and senior years of the three-year course. Each student will be expected to enroll for three consecutive quarters in each year.

The work of any quarter cannot be done unless the student has done the preceding work or its equivalent.

First quarter work will cover elementary water color work, outline pencil work, and work in perspective.

Second quarter work will cover groups in outline, light and shade, shadows, and pose work in pencil and charcoal.

Third quarter work will include elementary blackboard sketching and some tone work in charcoal and crayon. Some time will be devoted to methods of teaching drawing in the grades.

ADVANCED DRAWING AND MANUAL ARTS

Composition and Design I.—This course will cover the principles of design and their application. One problem will be worked out in leather or some other material. Five hours a week, first quarter.

Composition and Design II.—Emphasis will be laid upon adaptability of a design to different materials, wood, metal, leather and textiles. Five hours a week, second quarter.

Drawing III.—Advanced work in water-color and charcoal will be done. Drawing of the three-year course, or its equivalent, must precede this course. Five hours a week, third quarter.

Teachers' Course in Drawing.—Sequence of presentation and value of each kind of work will form the basis of this course. Work will be done in all mediums and for each grade. Five hours a week, third quarter.

Mechanical Drawing.—Orthographic projection and free hand lettering will receive most attention in this course. Working drawings, tracings and blue-prints will be made. Five hours a week, first quarter.

Primary Manual Training.—Free-expression work and hand work for the first four grades will be covered. "Place of Industries in Elementary Education" K. E. Dopp, will be studied. Five hours a week, first quarter.

Grammar Grade Manual Training.—Construction work, other than wood work, for the upper grades will be done. Bookbinding will be emphasized. Some metal work may be done. Five hours a week, second quarter.

Woodwork II.—One quarter of bench work in the three-year course will precede this. Simple joinery, using the common joints, will be done. The finishing of wood will be emphasized. Five two-hour periods a week, first quarter.

Woodwork III.—Paneling and drawer construction will be done this quarter. Methods of preserving and beautifying

wood will be studied. Use of metal in connection with cabinet work will receive attention. Five two-hour periods a week, second quarter.

Teachers' Course in Manual Arts.—History, organization and economics of manual arts courses will be given on different kinds of work. Will study as texts, "Theory of Lloyd," Larsson; "Manual Training," C. M. Woodward; "Problems of Vocational Education," Snedden; "Changing Conceptions in Education," Cubberley.

Teaching.—Each student must, before graduation, teach each of the special subjects for at least one quarter. Special arrangements will be made for the accommodation of such students during the spring quarter.

Special Classes.—Classes in Sheet Metal and Mechanical Drawing II may be organized if a sufficient number of students so desire.

Department of Domestic Science and Domestic Art

MISS McDOWELL

The courses in domestic science and domestic art are planned primarily for the purpose of training teachers of household arts for the grade schools. They aim also to fit the girl for the business of home making and home keeping, to give her a higher appreciation of everything relating to the home.

It is also the hope of the department that the work done in other departments may here be applied in a new and possibly more vital way; that the girl who has been studying physics, chemistry, biology and kindred subjects, may find how necessary all such information is in carrying on the work of the home.

With this two-fold aim in view, the following subjects in household arts are offered:

DOMESTIC ART

I. Hand Sewing.

This course includes training in the use and care of sewing tools; the position of the body while sewing; making the primary stitches on samplers, and applying these stitches to some article of clothing; making sample seams, hems, plackets, piecing, fastening, mending, darning.



Physics Laboratory



Kitchen—Domestic Science

II. Hand and Machine Sewing.

The application of the work learned in hand sewing.

Parts, use and care of the machine studied.

Simple drafting of corset cover, petticoat and kimona given, to help in understanding and altering commercial patterns.

Making of apron, corset cover and petticoat from drafts. Four laboratory hours a week, third quarter.

Advanced Domestic Art for Supervisors.

Courses I and II are prerequisites of this course.

III. Drafting plain waist and skirt pattern. Designing on patterns. Study of cotton materials. Cutting, fitting and making of plain shirt waist and wash skirt from drafted pattern.

IV. Making wool or silk dress from commercial pattern. Study of trimmings. Five hours a week throughout the year.

Art Needlework.

Different kinds of embroidery and fancy stitches are taught and applied to articles of clothing and house furnishing. Suggestions are made for the use of these stitches in grade classes. Five hours a week, first quarter.

Textiles.

A study of the history of cloth production, spinning, weaving; of the different fibres, their production, bleaching and dyeing; of adulteration and their detection. Five hours a week, first quarter.

DOMESTIC SCIENCE**Elementary Cookery.**

A course in elementary cookery, including the study of the kitchen, its equipment and care, the cost and use of different fuels, the care of food in the home, the effect of preparation on foods and cookery of the representation foods. Four laboratory hours a week, second quarter.

Advanced Cookery for Supervisors.

This course includes practice work in food preservation, marketing, preparing fancy breads, pastry, cakes, frozen desserts; planning, preparing and serving course meals at a limited cost.

The course in elementary cookery is a prerequisite of this course.

A cotton dress, white princess apron and white cap make up the uniform for this work.

Five hours a week throughout the year.

Food Study.

This course consists of a classified and systematized study of all foods for the purpose of learning their composition, digestibility, value to the body, place in the diet, market value, source and production. Food study considers the physiology of digestion and nutrition, the classification of food and a detailed study of food materials under the following groups:

- (1) Cereals.
- (2) Vegetables.
- (3) Fruits.
- (4) Nuts.
- (5) Milk.
- (6) Eggs.
- (7) Meats.
- (8) Beverages.
- (9) Condiments and spices.

Five hours a week throughout the year.

Dietetics.

The following subjects are considered in the course in dietetics: The nutritive value of foods; the function and course of food in the body; the balanced ration; the requirements of the body as influenced by age, climate, occupation; diet in disease. The preparation and serving of typical dietaries for each period of life will be a part of the work of this course. Five hours a week, third quarter.

Home Nursing.

This course is for the purpose of giving the knowledge necessary for caring for the sick in the home, and in rendering first aid to the injured. The subjects considered are the duties of the nurse, the location, furnishings and care of the sick room, bathing and dressing the patient, changing the bed, administering medicine, preparation and application of poultices, bandaging, emergencies, study of disinfectants, and their uses. Five hours a week, second quarter.

House Sanitation.

This course includes a study of the conditions which determine the healthfulness of the house and the application of the principles of sanitation to its care. It includes a study of the location of the house with regard to soil, exposure, elevation, surroundings, water supply; the construction of the house; heating, lighting, ventilation, plumbing; the cleaning of the house; equipment and care of the laundry and in-

struction in doing home laundry work. Five hours a week, first quarter.

House Decoration.

A study of color relations and simple designing with reference to wall finishes, hangings, floor decorations. Practice work will be given in planning finishes for the various rooms of the house. Five hours a week, second quarter.

Home Economics.

A study of the economic relations of the household. The course considers the source of the family income, its division, the family budget, household accounts, the cost and care of house furnishings, food, clothing, the "higher life" expenditures, care of savings. Five hours a week, second quarter.

Teaching.

Practice teaching in the training school will be required of Household Arts students, in both cooking and sewing. A study will be made of the methods of preparation on the part of the teacher for the class exercise, and the discussion of laboratories—their location, equipment and care. Five hours a week, third quarter.

Department of Music

PUBLIC SCHOOL MUSIC

MISS HERRICK

1. Elementary Course

This class is elective to members of the second elementary class. It is designed for those who are familiar with the rudiments of music. In addition to elementary principles, work in sight singing and ear training is given in this course.

2. Teachers' Course

The purpose of this course is to train students for the regular music work of the Public School. The course includes sight singing, ear training, elements of music and notation, child voice, rote songs, work with victrola, methods of teaching music in the grades and practice teaching.

3. Supervisors' Course

Owing to the increasing demands each year for music supervisors, a course in Public School Music for elementary schools is offered to students who have completed the regular academic course. This contains a year of music work.

A knowledge of the piano is necessary, but students who have had piano work will not be required to take more if they show that they have a sufficient foundation for the work. Students are advised to take vocal in connection with the academic work, as the more training a teacher has in vocal music the better she will be prepared for her work.

Instrumental

EDITH HATCH

It is not deemed advisable to map out a strict and unalterable system of musical tuition, to be followed by all students of music, as the individual needs of each pupil differ greatly from those of another.

It will be the aim of the department to lay a correct and thorough foundation, and to so train the pupils, technically and aesthetically, that they may be able to portray, in the realm of sound, that finer feeling and sweep of emotion, which are the swaying forces of all good performances.

Students' recitals will be given at appropriate intervals, thus giving the pupil ample opportunity to become accustomed to public performances.

TERMS

Piano	Voice Culture	Pipe Organ
\$20.00 per term of 20 lessons.		
\$10.00 per term of 10 lessons.		

Theory	Harmony	History of Music
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\$10.00 per term of 20 lessons. Students will not be accepted for theoretical work unless they enroll for full term of 20 lessons.

No deduction will be made for absences except in cases of protracted illness.

All bills must be paid in advance, unless special arrangements are made with the director to the contrary.

If so desired by the parents or guardians of the pupil, a monthly statement will be mailed to them on the first of each month, after which payment may be made.

A large stock of music covering all requirements, is kept on hand, to be sold by the director. Accounts for this will be mailed the first of each month.

Pianos for rent at the rate of \$1.00 per month, one practice period a day.

Department of Physical Culture

MISS SCOTT

The aim of the work in physical culture is, first, the physical development of the student; second, preparation to teach or in cases of special ability to supervise physical culture and playground work in public schools; third, ease of movement and development of personality.

Physical examinations are made at the beginning of the year, and reviewed at the beginning of the second semester. From these examinations individual work is prescribed.

Any special examinations or eye tests that are advised must be attended to promptly and reported without delay.

Particular emphasis is laid upon corrective work, and special attention is given to alertness and spontaneity.

Physical culture is required of all students unless excused for some physical defect. Students thus excused are required to attend a physical culture class as observers, and to report regularly for corrective work.

The gymnasium dress required is the regulation blouse, bloomers, and tennis shoes in black. The blouse should be short-sleeved, cut square in the neck, and without collar. A short black skirt and flexible shoes are required during the senior year for gymnastic dancing.

Lockers are provided each student, for which a deposit of fifty cents is made at the beginning of the year, to secure the return of keys.

First and Second Elementary Years.

Definite instruction in personal hygiene is given throughout the elementary years, and much attention is given to the practical application of the same.

First half of year: Introductory drill in formation, tactics, and marching. Drill in attention and response to com-

mand. Circle and competitive games. Introductory rhythmic work.

Second half of year: Question days. Exercise in stretching, jumping, running. Introductory dumbbell and wand exercise. Rhythmic plays and first folk dances. Field drill.

First Year Normal Course.

First half of year: Drill to develop quickness and spontaneity of movement. Quick formations. Marching for poise. Balance exercises. Advanced wand and dumbbell drill period. Jumping, running, and walks carefully directed. Free play. Indoor and outdoor games. Fancy steps and advanced rhythmic exercise.

Second half of year: Exercise in German gymnastics. First Indian club drill. Games employing difficult organizations. Field Day preparation. Rhythmic song games and folk dances.

Second Year.

First half of year: General gymnastics. Indoor and outdoor games. General athletics. Theory of Swedish gymnastics. Military tactics. First principles of gymnastic dancing. Foundation steps.

Second half of year: Advanced Indian club exercise. Advanced Swedish gymnastics. Field Day preparation. First track athletics. Social and gymnastic dancing.

Third Year.

First half of year: Theory of gymnastics. Play-ground methods. Theory of play. Free plays. Games—indoor and outdoor. Practice in teaching and directing games. Marching tactics. General gymnastics. Aesthetic dancing.

Second half of year: Gymnastics for the grades. Practice in teaching gymnastics. Track and field athletics. Corrective exercises. First aid. Advanced dancing and folk dances.

Playground Instruction

All of the playground activities at the training school are directed by student teachers under the supervision of the Physical Director. One period a week is devoted to the theory of playground work and methods of direction and the work is closely supervised by the Physical Director as well as the practice work in school-room gymnastics, in which a thorough course of practice teaching is required.

Spanish

Although Spanish is not offered either as an elective or prescribed subject in any of the courses of study, students

desiring to familiarize themselves with this language have an excellent opportunity of doing so by taking private lessons. A large and flourishing class, which meets regularly three times a week throughout the year, is conducted by T. Ceron Camargo, LL. D., of the University of Bogota, Columbia. The usual tuition rates of one dollar per lesson are charged.

GENERAL INFORMATION

Location

The Montana State Normal College is located at Dillon, nearly seventy miles south from Butte. It is on the Oregon Short Line Railroad, but connections are such that it can be reached on the day of starting from all railroad towns in most parts of Montana and eastern Idaho.

Buildings

The main building of pressed brick, with stone foundation, and slate roof, was built and equipped in 1897 at a cost of \$50,000. The basement is occupied with the biological and psychological laboratories. On the main floor are the offices of administration and the class rooms for the training department and of the department of psychology. An assembly hall, art rooms, and the recitation room of the department of foreign languages, occupy the second story, and the third story is devoted to the domestic science department and the school of music.

A new building adjoining the former building on the south, has recently been erected and equipped at a cost of \$90,000. The basement contains the gymnasium and the lecture room and laboratories of the department of physics and chemistry. The first main floor has four class rooms assigned respectively to the departments of English, mathematics, history, and expression, and also a large study room and retiring rooms. The second floor is devoted to the library and the large auditorium with seating capacity, including galleries, of nearly six hundred.

All the buildings are heated with steam from a central plant, and electrically lighted.

Dormitories

The State Normal College offers exceptional opportunities to students to secure comfortable home accommodations, at a minimum of expense. Two large and attractive dormi-

tories, closely connected, provide comfortable, healthful, and cheerful lodgings for about one hundred thirty young women, who are under the immediate personal supervision of the matron. They are thus freed from the inconveniences and interruptions which are unavoidable in private rooming houses and also have very much better lodgings than can be found outside of the college campus.

Table board of excellent quality is furnished at the dormitory to both young women and young men. As this is provided at actual cost, the expense is very much less than must be paid elsewhere for equivalent advantages. Convenient lodgings for young men are found in houses of private families near the college.

The Training School

The public schools of Dillon constitute the training school of the State Normal College. The school is maintained jointly by the College and the local school board. The College supplies a superintendent and six supervisors, and assists in the support of fourteen critic teachers, one for each room in the school. The training school is an actual public school, composed of five hundred pupils, under the usual conditions and with the usual problems to be found in public schools, so that the experience gained here is of direct and all-around value in the preparation of the student for future work.

The course of study is the same as that prescribed for the state of Montana, with such enrichment as is possible under favorable environment with liberal equipment and with a strong staff of teachers and supervisors. Enrichment occurs along such lines as primitive history, games, rhythmic work, music, drawing, manual training, sewing, cooking, supplementary reading, history and geography.

The school is so organized as to carry on the training of the Normal College students in observation and actual teaching without detriment to the best interests of the pupils. Liberal financial support secures a corps of critics and supervisors who are selected from a wide range of the most thoroughly prepared and experienced teachers. Critic teachers, supervisors, and superintendent devote their time to making the school a model in character and efficiency. Student teachers begin their teaching only after thorough preliminary training and specific preparation for the work to be done. The youthful energy and enthusiasm of the student teachers, together with their knowledge that they must "make good," acts as a tonic on the school and contributes largely to their success notwithstanding their experience.



Girls' Room—Dormitory



Parlors—Dormitory

LIBRARY
OF THE
UNIVERSITY OF ALABAMA

Library

The library contains about nine thousand volumes, besides a considerable number of pamphlets, and additions are constantly being made. The books have been carefully selected with a view to the special needs of the school. The aim is not to obtain a single copy of as many different books as possible, but to ascertain what books are of the most practical use to the work of the school, and have a sufficient number of copies so that constant use of the books in connection with class work may be practicable.

Students have free access throughout the day to the library shelves, and a commodious reading room, in connection with the library, is always accessible for reading and study. Certain books may be withdrawn for home use.

The library is completely catalogued, both alphabetically by authors and by general subjects, in accordance with the Dewey Decimal System. The librarian and teachers also give special help to the pupils in the use of the library.

The reading room is supplied with a good selection of periodicals of a pedagogical character, as well as most of the magazines and reviews of the better class, and several Montana daily and weekly newspapers.

Use of the library is free to all students, but to guarantee proper care, each student deposits one dollar, which is returned at the end of the year, less any fines or damages which may have accrued.

The library subscribes regularly for the following periodicals:

American Historical Review	Fliegende Blatter
American Journal of Physiology	Harper's Monthly
American Journal of Psychology	History Teacher's Magazine
American Journal of Sociology	Independent
American Magazine	Inter-Mountain Educator
American Political Science Review	Journal of American History
American School Board Journal	Journal of Education
Atlantic Monthly	Journal of Educational Psychology
Bookman	Journal of Geology
Book Review Digest	Journal of Home Economics
Boston Cooking School Magazine	Journal of Pedagogy
Century Magazine	Kindergarten Magazine
Chautauquan	McClure's Magazine
Classical Journal	Manual Training Magazine
Commoner	Nation
Cosmopolitan	National Geographic Magazine
Cumulative Book Index	New York Teachers' Monographs
Current Opinion	North American Review
Education	Outlook
Educational Review	Pedagogical Seminary
Elementary School Teacher	

Political Science Quarterly	School Science and Mathematics
Popular Science Monthly	Scribner's Magazine
Psychological Review	Survey
Public	Teacher's College Record
Reader's Guide to Periodical Literature	Twentieth Century Magazine
Religious Education	Über Land und Meer
Review of Reviews	Vocational Education
Saturday Evening Post	Western Journal Education
School Arts Book	World's Work
School Journal	World To-Day
School Review	Yale Review
	Youth's Companion

The following are supplied gratuitously by their publishers, to whom grateful acknowledgments are hereby tendered:

Advocate of Peace, Boston	Midland Schools, Des Moines, Ia.
Associate Teacher, Pierre, S. Dak.	Moderator Topics
Belgrade Journal	Montana Daily Record, Helena
Belt Valley Times	Montana Staats Zeitung, Helena
Billings Times	Montana Sunday School Roundup
Bozeman Chronicle	Northwestern Stockman and Farmer, Helena
Bulletin of the Bureau of Labor, Washington, D. C.	Northwest Tribune, Stevensville
Carbon County Journal	Osteopathic Magazine
Choteau Acantha	Philipsburg Mail
Christian Science Monitor	Polson News
Christian Science Sentinel	River Press, Fort Benton
Columbus News	Rocky Mountain Husbandman
Dawson County Review, Glendive	Sanders County Ledger, Thompson
Dillon Examiner	Sanders County Signal, Plains
Dillon Tribune	School, New York City
Enterprise, Malta	Searchlight, Culbertson
Forsyth Times-Journal	Silver State, Deer Lodge
Glasgow Courier	Times, Virginia City
Havre Plaindealer	Townsend Star
Inland Empire, Moore	Valley County News, Glasgow
Journal of the American Osteopathic Association	Western News, Hamilton
Lewistown Daily News	Western News, Libby
Madisonian, Virginia City	Whitefish Pilot
Meagher Republican, White Sulphur Springs	Wibaux Pioneer
(The) Messenger, Helena	Yellowstone Monitor, Glendive

Laboratories and Apparatus

The apparatus of the manual training department is adequate for all courses outlined. A recent addition comprises a full equipment of Orr & Lockett manual training benches with Toles' rapid acting vices and full outfits of tools for wood working. Besides these there is a complete Sloyd outfit, and for work in drawing an abundant supply of drawing boards and implements, and a large assortment of casts and models.

There are four scientific laboratories for work in (1) physics and astronomy, (2) chemistry, (3) biology, (4) experimental psychology. All the laboratories are supplied

with running water, and a Matthews gas machine furnishes all the laboratories with convenient fuel, and obviates the use of alcohol for this purpose. Dark rooms for developing photographic negatives are accessible to the laboratories.

(1) The physical laboratory is well equipped with heavy maple tables with 4-inch tops, is well lighted and supplied with water and an alternating electric current for furnishing motor power. The equipment includes work benches, carpenters' and tinnners' tools, and apparatus for demonstration and investigation. The apparatus numbers about 600 separate pieces; some of the most important are: in mechanics—levers, wheel and axles, inclined planes, pulleys, balances, weights, and inertia apparatus; in hydro-dynamics and gravitation—pumps, Brahma press, Mason's apparatus, Joule's apparatus, waterwheels, hydrometers, both Twaddle and Nicholson, pendulums, Atwood's machines, Jolly's improved specific gravity balance; in optics—lens, prisms, mirrors, plane, concave and convex, polariscope, spectroscope, photometer and solar lanterns; in pneumatics—air pumps, barometer, baroscope, bell jars; in sound—tuning forks, acoustic tubes, sonometer, and siren; in heat—expansive apparatus, Gravesend ring and ball, conductometers, compound bars, thermometers; in magnetism and electricity—galvanic batteries, galvanometers, both tangent and astatic, a D'Arsonval dead-beat galvanometer, vacuum tubes, condensers, induction coils, dynamo, motors, and telegraphic apparatus. During the past year an astronomical reflecting telescope has been added, with a three-inch object glass, celestial and terrestrial eye-pieces having magnifying power of 102 and 125 diameters.

(2) The chemical laboratory is arranged with the purpose of securing individual work and good ventilation of the room so that none of the gas generated will remain in the room, to be distributed through the building. The equipment includes all apparatus necessary for work in descriptive and qualitative analysis. The work-cabinets are supplied with water, pneumatic troughs, glassware, reagent bottles and supplies. A large Berzilius gasometer and a still are added for procuring large quantities of gas and distilling water.

(3) The biological laboratory is fully equipped with dissecting and compound microscope, microtomes, imbedding apparatus, dissecting apparatus, stains and reagent for preparation of materials, an articulated human skeleton, a full set of Bock-Stegar anatomical models, two human brains, collection of marine forms of animal life, botanical collection, and a large number of lantern slides. In addi-

tion to these, this laboratory has a fine college bench, stereopticon, using electric arc light, and fitted with Bausch & Lomb microscopic attachments for projection. Biological students also have access to the apparatus of the psychological laboratory.

(4) The psychological laboratory has recently been re-modeled and numerous additions have been made to its equipment. Funds are also available for the further purchase of apparatus and illustrative material. The aim is first to provide for general psychology an adequate working equipment made up largely of the simpler pieces of standard apparatus, and secondly to procure more elaborate apparatus especially for psycho-pedagogical investigations. Following is a partial list of apparatus already on hand:

(a) In optics: Bradley color-wheels, electric motor, color mixers, Hering's discs, campimeter, ophthalmoscope, Snell's test cards, Hering's fall apparatus, set of Muensterberg's pseudoptics, models of the eye, including (besides the usual anatomical models) Knapp's ophthalmoscope and Porter's artificial eye.

(b) In acoustics: complete series of tuning forks (mounted), fall phonometer, set of Quincke's tubes, models of the ear, including Helmholtz's large model of the middle ear, Galton's piston whistle.

(c) In haptics and the lower senses: aesthesiometers, temperature and pressure points, algometers, olfactometers, diagrams of the dermal sense organs.

(d) For study of affective qualities: two keymographs of different types, Marey's tambours, Porter's sphygmograph tambour, signal magnets and electric time markers, Jastrow's automatograph. Porter's sphytograph tubes, Francke's plethysmograph, dynamometers.

(e) For study of association, memory and action: set of Sanford's vernier chronoscope, Jastrow's memory apparatus, falltachistoscope.

(f) A complete set of brain models.

Publications

The Normal College Bulletin is published four times a year, three numbers being devoted each to some practical matter of value to teachers in connection with their regular school work, and the other constitutes the catalogue of the Montana State Normal College. Persons in the state who are interested may receive these publications regularly, without charge, on application to the president.

The Monmal is published monthly through the school year by the board of editors chosen by the students from among their own numbers. It gives practice in editorial work, and represents the various student activities.

The Chinook is an annual published by the senior class, depicting some of the lighter phases of college life.

The Story Teller's League

To further develop an interest in the art of story telling and to gain greater familiarity with the origin, growth and continuance of folk literature a story teller's league has become a permanent organization of the school. The league meets alternate weeks, only seniors being eligible.

The materials of the course are varied, but the unifying aim is to find those elements which make the piece of literature studied vital and strong and enduring.

During the past year the folk tales forming the themes of some of Wagner's verse studied, a few modern short stories, several Norse stories and a number of Uncle Remus tales. The work is directed by Miss Bettes and Miss Scott.

Oratory

The State Normal College is a member of the Montana Oratorical Association, and the successful competitor in a local contest represents the college in the annual state oratorical contest of the association. In the seven years during which the organization has been in existence, this college has won first honors three times.

Athletics

The Normal College aims to make athletic enterprises an aid to intellectual pursuits rather than a substitute therefor. Consequently students are not encouraged to engage in competitive contests which take them to a distance from the college, and seriously interrupt their work. All such activities are promoted, however, as provide recreation and tend to normal healthy development. An athletic field on the campus gives ample opportunity for out-door sports, and the gymnasium, supplied with a variety of physical apparatus and baths, is under the direction of a practical instructor.

An athletic association has been formed for the purpose of encouraging systematic work in various branches of athletics, especially in out-door sports.

Special attention is given to basketball and tennis. Before entering a basketball team a student must pass a physical examination by a physician. Membership is voluntary, but

those who enter are held to regular practice as a part of their required work.

A tournament of class games closes the basketball season. The tennis club also ends its season with a tournament in the spring. The annual field day and play festival is participated in by the whole student body, including the training school.

Orchestra

A school orchestra under the direction of the supervisor of public school music is maintained in connection with the music department. Students who can play orchestra instruments and are desirous of joining the orchestra are requested to bring their instruments with them.

Entertainment Course

In order to enable the students to get the benefit of a few entertainments of an especially high character, the college has for several years secured the services of some noted lecturers, dramatists and musicians to give a course of entertainment distributed at intervals throughout the season. The large attendance has made it possible for each student to attend the course at very small expense. During the past season the following attractions have appeared at the College auditorium:

The Commonwealth Male Quartette.

Benjamin Chapin, the "Lincoln" man.

Alvah Green, humorist.

Edmund Vance Cooke, poet and philosopher.

The Floyds, magicians.

The Konecny Concert Company.

Dr. Thos. E. Green, lecturer.

Concerts given from time to time by the Department of Music, and recitals by the Department of Reading are also accessible to all students of the College.

Expenses

The enrollment fee is five dollars for each semester of eighteen weeks in the first three quarters, and five dollars for the fourth quarter, or any part thereof. Students coming from a distance may deduct from this the amount necessarily paid for railroad fare to reach Dillon. No fee, therefore, is required from those whose railroad fare is five dollars or more. Students in manual training pay for the material used. Students in chemistry pay a fee of two dollars for chemical supplies used each term. Students are also required to pay for their breakage of laboratory apparatus.

A fee of one dollar is charged for the advanced course in physics. One-half of this deposit is refunded at the conclusion of the course if no apparatus has been damaged. If a laboratory manual is supplied no refund is made. A library deposit of one dollar is required from all students. The deposit is returned at the end of the year if all fines have been paid.

The diploma fee is two dollars.

Class instruction in vocal music is free to all students, but those who take private music lessons pay fees as shown under the head "Department of Music."

Board and Lodgings

The dormitories provide most comfortable and convenient accommodations. The buildings are heated throughout with steam and electrically lighted. Most of the rooms are arranged for two young women. The charge for board and lodging is \$22.50 per month for each student, payable in advance, and there is no extra charge for heating and lighting. The rooms are thoroughly furnished in every respect except the linen (i. e., sheets, pillowslips, and towels). These, as well as table napkins for their own use, the students supply for themselves. Bath room arrangements are ample and convenient for all.

As board is furnished for actual cost, no deduction will be allowed for absence unless the absence is continuous for at least a week. In any event only four-fifths of the amount will be deducted if a room has been retained.

Young men, by rooming in private houses and boarding at the dormitory, may keep their expenses within the same limits as the young women.

Young women sometimes rent rooms in private houses and board themselves. No expense is saved in this way, however, and all accommodations are inferior to those in the dormitory.

Text-Books

Arrangements are made whereby students may obtain text-books at publishers' prices. Such books as students do not care to keep permanently, can often be bought second hand at small cost. Other needed supplies can be purchased conveniently in town. A good fountain pen is an important part of every student's equipment.

Care of Students

While most of the students attending the Normal College are sufficiently mature to be responsible for their own

conduct, all who enroll themselves as students are expected to conform to the requirements of the college in respect to their personal and social conduct as fully as in other matters.

Only such restrictions are made as experience has proved to be essential to the well-being of the institution, and anyone who should not be ready to conform to such requirements, could not expect to be recommended as a teacher. While abundant opportunity is afforded for recreation and social enjoyment, these things are always to be held subservient to the school work, and in all these matters the judgment of those who are in charge, rather than the judgment of pupils, is decisive.

Mail is delivered promptly at the dormitory. Students should order their mail addressed to the Normal Hall. The dormitory is equipped with local and long distance telephone, and parents even in distant parts of the state, can usually communicate instantly with their daughters in cases of emergency.

Vacations and Holidays

The only vacations and holidays are those shown on Page 2. Students and parents should read this carefully and make their arrangements accordingly, as pupils will not be excused to start for home earlier than the time specified in the calendar. Only those living within a few hours' ride of Dillon should plan to go home at the short recess at Thanksgiving and Easter.

Recommendation of Teachers

The chief purpose of the Normal College is to provide trained teachers for the public schools. Therefore the Normal College is glad to recommend its graduates to school boards who are considering appointments. If members of such boards will write to the Normal College, great care will be taken to recommend only such persons as are thoroughly qualified. To graduate from the Normal College implies not only academic preparation but so much practice teaching that a pupil's ability is thoroughly tested. Those who do not manifest a natural aptitude for teaching are not encouraged to graduate. Consequently when a graduate of the Normal College applies for a position with the unqualified recommendation of the faculty, school boards may feel assured that the applicant is abundantly qualified.

School boards may sometimes receive the impression that applicants are graduates of the Normal College when as a matter of fact, they have taken only a very little study there. It is earnestly requested, therefore, that when appli-

cations are received from such persons, the school board communicate directly with the president of the Normal College. A frank statement will then be made of just what work the applicant has done, and to what extent the faculty could recommend an appointment.

The college has found it inadvisable for members of the faculty to give general recommendations—that is recommendations which may be used in applying for any and all positions. But, on request, letters will be sent directly to superintendents or boards with whom applications have been filed, giving a careful statement of the applicant's fitness for that particular position.

Opportunities for Self-Help

To enable students of limited means to continue their studies, arrangements are made whereby a few pupils can earn their board at the dormitories. As the number applying for such opportunities is always much greater than the number of places, preference is given to those who have no relatives able to pay their expenses. No one is employed who does not enter a regular course with a view of graduation, and those who are appointed are expected to pledge themselves to continue throughout the year. Students who are earning their board should not expect to carry as many studies as those who have all their time and energy for the school work.

Reserving Accommodations

Pupils expecting to lodge at the dormitory should write and engage rooms as early as possible, as all rooms are likely to be taken before the term begins. If persons who have engaged rooms find that they will not be able to come, they should send notice immediately, so that the rooms may be let to others.

Pupils entering at any time during the year may have accommodations at the dormitories if there happen to be vacant rooms. But rooms will not be held for pupils who expect to enter after the opening of the term, except upon payment in advance at the rate of \$1.00 per week for the time from the opening of the term to the date of arrival. Rooms will be assigned only to students who expect to retain them to the close of the year, unless obliged to leave the college by reasons of illness or other unavoidable emergency.

Continuous Sessions

Beginning with September, 1911, the Montana State Normal College has been open the year round. There are four

quarters, known as the autumn quarter, the winter quarter, the spring quarter, and the summer quarter, each of twelve weeks. The work of the summer quarter is of the same high character as in other parts of the year, and by reason of its length it is possible to accomplish as much work as in other quarters. Besides this there are in the summer quarter many special features which particularly appeal to teachers who are engaged in their own school work the rest of the year.

This arrangement enables teachers who are not normal graduates to complete courses without giving up their schools.

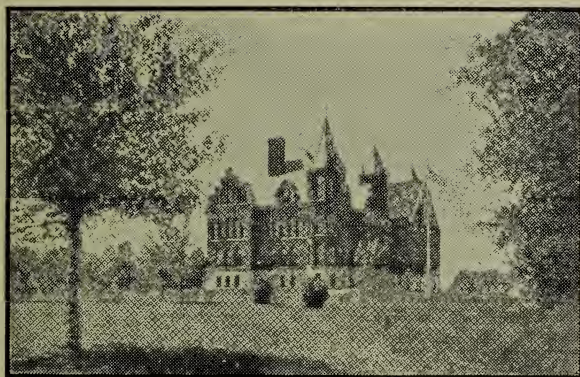
New Training School Building

A new building that cost approximately \$100,000.00 has recently been erected for the Training School. The building is thoroughly modern in every respect, having steam heat, fan system of ventilation, abundance of light, an auditorium, gymnasium, manual training rooms, domestic science rooms, class and recitation rooms, and everything arranged for the comfort, health and convenience of the pupils, as well as for the accommodation of a Training School system.

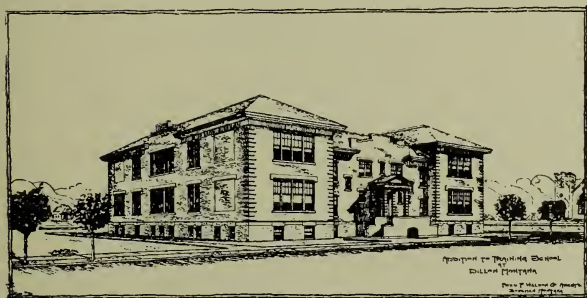
The Training School is already one of the best organized and equipped in the country and the new building provides a most commodious, convenient and well adapted housing for it, as well as being a most attractive building.

For further information concerning the Normal College, or for catalogues, bulletins and special circulars, address

THE PRESIDENT,
Montana State Normal College,
Dillon, Montana.



Normal College—Main Building



Training School

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List of Graduates

NAME	YEAR	COURSE	RESIDENCE
*Albertson, Genevieve	1912	B. Pd.	Eureka
*Allen, Birdie T.	1907	T	Seattle, Wash.
*Almquist, Ida C.	1903	F	Butte
*Alspaugh, Jessica	1910	T	Livingston
*Anderson, Mayme F. (Kerrigan)	1906	T	Roundup
Andrus, Alberta	1912	T	Dillon
Armstrong, Flora (Craver)	1903	T	Armstead
Arthur, Maud A.	1913	T	Belt
*Auerbach, Ida	1906	B. Pd.	Los Angeles, Cal.
Auerbach, Louise	1906	T	Los Angeles, Cal.
Baker, Idanha	1912	B. Pd.	Ismay
*Baldwin, Maud	1907	S	Norris
*Barclay, Alice M.	1903	T	Butte
*Barry, Lillian M. (Adams)	1908	T	Butte
*Bates, Beulah R. (Harrison)	1910	B. Pd.	Victor
*Bennett, Louise M.	1901	T	(Died Sept. 2, 1903)
*Bennett, Mary L.	1908	T	Missoula
*Berg, Ida C.	1911	T	Harlowton
Beuschlein, Gail A.	1909	T	Seattle, Wash.
Beuschlein, Minnie H.	1906	T	Seattle, Wash.
*Bondeson, Selma	1910	T	Havre
Bonner, Olive L. (Sharkey)	1902	T	Sugar Hill, Pa.
*Eovee, Cora I.	1905	T	Wibaux
*Bovee, Estelle E., Ph. B.	1903	F	Wibaux
*Bowen, Clara F.	1909	T	Philipsburg
*Bower, Eva M.	1908	T	Whitefish
*Brainard, Etta	1910	T	Bozeman
*Bramble, Kittie A.	1909	B. Pd.	Bozeman
*Breslin, Sarah	1904	F	Butte
*Brewer, Belva	1905	T	Townsend
*Broaderick, Anna R. (Morris)	1904	T	Havre
Brown, Hazel B. (Duncan)	1910	T	Deer Lodge
Browning, Edith R.	1912	T	Miles City
*Burke, Catherine A.	1907	T	Butte
*Burke, Margaret G.	1907	T	Billings
Burke, Mary R.	1913	T	Ovando
*Burleigh, Pluma K. (Tattersall)	1903	T	Seattle, Wash.
*Burton, E. Lavina	1906	T	Billings
*Butter, M. Jean	1907	B. Pd.	York, Neb.
Bywater, Bessie M. (Tyree)	1904	T	Salt Lake City, Utah
*Carlson, Eliza M. (Selway)	1904	T	Sunfield, Ida.
*Carroll, Joseph D.	1910	B. Pd.	Richmond, Wash.
*Carter, Mary M.	1905	T	Miles City
*Chase, Frances M.	1905	T	Seattle, Wash.
Church, Lola B.	1913	T	Livingston
Clapp, Thomas A.	1909	S	Butte
Clark, Helen L.	1913	T	Missoula
*Clark, Nellie B.	1907	T	Plains
*Clothier, Francis A.	1904	T	Judith Gap
*Collier, Bessie V.	1908	T	Butte
*Collins, Louise M. (Wilson)	1907	T	Laurel

*Holders of Montana Life Diplomas.

†T, Three Years Course; F, Four Years Latin Course; S, Four Years Scientific Course; P, Professional Course; E, English Scientific Course; B, Pd., Bachelor of Pedagogy.

NAME	YEAR	COURSE	RESIDENCE
Commeau, Dolores	1913	T	Garneil
*Conger, Marion E. (Weldon)	1901	T	Plains
*Conklin, Ella M. (North)	1905	T	Three Forks
*Connell, Helen L.	1902	F	Helena
*Conway, Alice	1910 T	B. Pd.	Victor
*Conway, Ora B.	1907	B. Pd.	Helena
Conway, Ruth	1913	T	Helena
*Cozad, Lulu V.	1902	T	Helena
*Cremans, Maud E. (Bronson)	1908	T	Whitefish
*Crum, Marcia E. (Thornton)	1906	B. Pd.	Columbia Falls
Curry, Mamie	1913	T	Great Falls
*Dalton, Ernella K.	1903	T	Butte
*D'Autremont, Ada L. (Myersick)	1903	T	Helena
*Davee, Henry A.—Ph. B.	1912	T	Helena
*Davenport, Delle L. (Dolson)	1907	T	Butte
*Davidson, Grace M.	1907	T	Missoula
*Davidson, Lida E. (Gilchrist)	1907	T	Butte
*Davis, Berna C. (Schroeder)	1910	T	Hinsdale
Davis, Flora L.	1901	T	(Died Feb. 13, 1906)
*Davis, Martha A. (Scott)	1905	T	Portland, Ore.
Devine, Marie S.	1912	T	Red Lodge
*Dierkes, Alice D. (Fogarty)	1905	T	Moscow, Ida.
Dobyns, Stella V. (Edwards)	1903	T	Sheridan
Dragstedt, Myrtle L.	1913	T	Twin Bridges
Duval, Emily D.	1913	T	Bridger
Dwyer, Cecil	1913	T	Missoula
*Earnest, Alma J.	1907	T	Miles City
*Eaton, Pearl M.	1910	T	Armstead
Ellinghouse, Harriet S.	1912	B. Pd.	Silver Star
*Elliott, Katherine (Anderson)	1905	T	Lewistown
*Erwin, Josephine M.	1912	T	Lewistown
*Erwin, Mable E. (Selway)	1908	T	Dillon
*Falligan, Ella A.	1911	T	Corvallis
*Ferguson, Edna M. (Owsley)	1905	T	Missoula
Fischer, Susie E.	1913	T	Hamilton
*Fitzpatrick, Anna E.	1907	T	Butte
*Flotow, Helen L.	1906	T	Auburn, Wash.
*Foster, Lelia E. (Kirby)	1901	T	Waterloo
*Fowler, Bessie	1908	T	Bozeman
Fox, Nelle M.	1912	B. Pd.	Deer Lodge
Franks, Ethel M.	1912	T	Bozeman
*French, Anna E.	1909	T	Billings
*French, Mayme F.	1904	T	Greenwich, Conn.
*Fridley, Edna M.	1907	T	Great Falls
*Fritz, Emma L.	1907	T	Miles City
*Gibson, Effie W. (Wright)	1904	T	Belgrade
Gleeson, Grace A.	1913	T	Butte
*Goodall, Sophie (Woodward)	1904	T	Helena
*Goodrich, Clara M.	1911	T	Missoula
*Goodson, Florence A.	1906	T	Livingston
Gorman, Anna A.	1913	T	Joliet
Gordon, Hannah (Bro)	1909	T	Fort Benton
Greenough, Elsie	1913	T	Twin Bridges
*Griffin, El Varo	1911	T	Anaconda
*Griffin, Maud	1908	T	Roundup
*Griffith, Margaret	1905	T	Butte
*Guillot, Frances H. (Reinig)	1903	T	Helena
Hadzor, Alice M. (Kilner)	1909	T	Jeffers

NAME	YEAR	COURSE	RESIDENCE
*Hagarty, Elizabeth C.	1909	T	Great Falls
*Hagen, Anna I.	1909	T	Great Falls
*Harrington, Mary G.	1907	T	Butte
*Harrington, Margaret C.	1911	T	Butte
Hart, M. Dora	1913	T	Elso
Hartman, Lucille E.	1913	T	Victor
Hayes, Mary G.	1911	T	(Died April 16, 1912)
Hearn, Erna E.	1913	T	Ovando
Hedges, Lillian M.	1912	T	Polaris
*Heisey, Gertrude M.	1908	T	Great Falls
Hicks, Myrtle M. (Cookyendall)	1904	T	Anaconda
Higgins, Eva Constance	1913	T	Dorsey
*Hill, Elsie B.	1903	T	Anaconda
*Holst, Laura C. (Maynard)	1908	T	Bozeman
Holtz, Clara A. (Marvin)	1911	T	Dillon
*Hopp, Katie E.	1903	F	Murray, Utah
Hoover, Annie M.	1912	T	Gold Creek
*Howard, Florence	1904	T	Missoula
Hudson, Grace Squire	1904	T	San Francisco, Cal.
Hurd, Ada L.	1911	T	East Helena
*Hutton, Ethel L.	1907	T	Salt Lake, Utah
*Innes, Mary L.	1911	T	Dillon
Jackson, Euphemia (Campbell)	1905	B. Pd.	Hermiston, Ore.
*Jackson, Minnie E. (Sinclair)	1903	T	Kalispell
Jackson, Rhoda	1912	T	Big Timber
*Jeffers, Altha M.	1907	T	Missoula
*Jenkins, Laura B.	1907	T	Denver, Colo.
*Johnson, A. Lucia	1909	T	Billings
*Johnson, Emma D.	1910	T	Deer Lodge
*Johnson, Grace H.	1909	T	Anaconda
*Johnson, Olga V.	1907	T	(Died Nov. 26, 1913)
*Jones, Edna M.	1911	T	Lolo
Karas, Susie M.	1913	T	Mill Creek
Kelley, Mary L.	1911	T	Sula
*Kelley, Laura T.	1903	T	Butte
Kemper, E. Lucy	1913	B. Pd.	Reichle
*Keene, Ethel (Oliver)	1907	T	Townsend
*Kennedy, Edith E.	1909	B. Pd.	Helena
*Kennedy, Hazel	1908	T	Havre
*Kermode, Clara A.	1910	B. Pd.	Livingston
*Ketchum, Edna W.—B. L.	1909	B. Pd.	Dillon
*Killoy, Sarah E.	1903	T	Butte
*Kleinschmidt, Alice (Goodson)	1904	T	Bozeman
Kolbenson, Margaret	1912	T	Great Falls
*Koons, Emily E. (Slocum)	1907	T	Ogden, Utah
Kunzleman, Edith (Noyes)	1908	T	Turner
*Laird, Helen	1908	T	Butte
*Lambrecht, Lillian	1905	T	Butte
*LaReau, Eva M.—B. L.	1903 F, 1905	B. Pd.	Helena
*Larned, Blanche M.	1904	T	Ogden, Utah
*Larson, Anna I. (Devine)	1908	T	Helena
*Larson, Annie K.	1909	B. Pd.	Madison, Wis.
*Lavigne, Edythe E.	1905	T	Billings
*Lawrence, Eva L. M.	1909	T	Jackson
*Lawrence, Ruth M.	1907	T	Spokane, Wash.
*Lear, Kathrin M. (Haines)	1905	T	Corvallis
*Lenning, J. William	1901	F	Fort Benton
*Lewis, Mary C.	1900	E	Bozeman

NAME	YEAR	COURSE	RESIDENCE
Lilly, Josephine C.	1913	T	Kalispell
*Lindfors, Verna	1906	S	Missoula
*Litherland, Lillian (West)	1903	F	Buckley, Wash.
*Loftus, Delia M.	1905	T	Billings
*Lyden, Catherine A.	1911	T	Butte
*Lynch, Annwillis	1911	T	Marysville
*McCormick, Cora	1898	P	Billings
*McFadden, Jose R.	1911	T	Billings
McGrady, Anna L.	1913	T	Anaconda
*MacKillican, Myrtle A.	1910	T	Marysville
*McLeod, Mable (Gordon)	1898	P	Bozeman
*McMahon, Mary V.	1906	T	Butte
*McManus, Mary H.	1909	T	Anaconda
McManus, Anastasia M.	1912	T	Anaconda
*McMenamy, Agnes C.	1909	T	Butte
*McNamara, Mamine E.	1907	T	Portland, Ore.
*Mahoney, Marguerite E.	1911	T	Radersburg
Manwaring, Eliza'th (Hogeland)	1909	T	Kendall
*Marcille, Clara G.	1908	T	Anaconda
Marron, Rose A. (McManus)	1905	T	Calumet, Mich.
Marsh, Grant M.	1901	T	Long Beach, Cal.
Marshall, Neta Knap (May)	1911	T	Stevensville
*Matson, Lulu E. (Atkins)	1906	T	Butte
*Maw, Minnie (Streit)	1906	B. Pd.	Cascade
*Maxeiner, Edith (Cashmore)	1900	E	Denton
*Maxwell, Lora A.	1911	B. Pd.	Bozeman
Mayer, Florence May	1913	T	East Helena
*Mayger, Helen D. L.	1908	B. Pd.	Helena
*Maynard, Edith L.	1908	T	Polson
*Meek, Beulah S.	1911	T	Lewistown
Meers, Katherine A.	1913	B. Pd.	Mill Point
Miller, Esther (Willard)	1908	T	Divide
Miller, Iva H.	1912	T	Livingston
*Montgomery, Jessie M.	1910	T	Chinook
*More, Emma F.	1909	T	Bozeman
Morgan, Dora L.	1912	T	Billings
*Mosher, Eleanor M. (Schmidt)	1909	T	Dillon
*Mosher, Maude	1908	P	Helena
*Murphy, Eleanor E. (Driscoll)	1903	T	Edmonton, Canada
*Myers, C. Bernice	1904	T	Hardin
*Myers, Harriet C.	1904	T	Butte
*Nelson, Buena	1907	T	Gardena, Cal.
*Nelson, Mable (Barbour)	1907	B. Pd.	Forsyth
Noble, Jennie M.	1910	T	Johnson
*Noeth, Marguerite M.	1909	T	Missoula
*Nolan, Hortense M. (Paul)	1911	B. Pd.	Chicago, Ill.
Norris, F. Amelia	1913	T	Laurel
*Nutterville, Edith F.	1911	T	Butte
*Nutterville, Lucile C.	1910	T	Butte
Oard, Bertha M.	1912	T	Livingston
Oblaender, Helen L.	1912	T	Ronan
*Olmsted, Alice (Chambers)	1900	E	Dillon
*Olson, Florence J.	1911	T	Missoula
*Olson, Olga V.	1911	T	East Helena
*Oneal, Orpha M.	1911	B. Pd.	Plains
*Owsley, Cora C.	1905	T	Helena
Palmer, Lavina M. (Slocum)	1907	T	Blue Hill, Miss.
*Pascoe, Charlotte M. (Templeton)	1903	T	Butte

NAME	YEAR	COURSE	RESIDENCE
*Pattee, Mary T. (Kiefer)	1906	T	Bozeman
*Patterson, Lena B. (Newell)	1903	T	Lewistown
*Peek, Mattie (Preston)	1907	T	Thompson Falls
*Pendergast, Helen M.	1911	T	Klein
*Peterson, Barbara (Heeb)	1908	T	Choteau
*Pierce, Jette F.	1899	E	Climax, Mich.
*Poindexter, Edith M.	1907	T	Seattle, Wash.
*Poindexter, Eleanor L.	1908	T	Billings
*Poindexter, Jessie C.	1911	B. Pd.	Harlowton
*Powers, Esther S.	1909	T	Great Falls
*Pohndorf, Mae E. (Powers)	1903	F	Deer Lodge
Price, M. May	1913	T	Whitefish
Rafferty, Anna E.	1912	T	Missoula
*Rathbone, G. M. (Chambers)	1905	T	Dillon
*Raymond, Carrie B.	1905	T	Sheridan
*Raymond, Delilah E.	1904	T	Sheridan
*Reardon, Gertrude A.	1911	T	Klein
*Reinking, Grace M. (Walters)	1911	T	Kalispell
*Renwick, Priscilla	1912	B. Pd.	Billings
*Reynolds, Etta	1910	T	Troy
*Rich, Estelle Mae	1900	E	Hood River, Ore.
*Richey, Effie A.	1906	T	Butte
*Rigbee, H. Mignonia (Durmford)	1907	T	Missoula
*Roberts, Ina E. (Streets)	1904	F	Butte
*Ross, Margaret J.	1905	S	Dillon
*Rossiter, M. Agnes	1910	T	Butte
*Rounds, L. Pearl (Atwater)	1906	T	Pullman, Wash.
Roy, Alice	1913	T	Bozeman
*Ruediger, Hazel M. (Pietsch)	1904	F	Washington, D. C.
*Rusher, Lelia K. (Hunter)	1909	T	Kingston, Pa.
*Russell, Alice E.	1909	B. Pd.	Dillon
Saurer, Elizabeth J.	1912	T	Philipsburg
*Schroeder, Edna A.	1907	B. Pd.	Berkeley, Cal.
*Schroeder, Helen M.	1904	T	Deer Lodge
Schulten, May A.	1913	T	Augusta
*Scott, Lucinda E. (Buck)	1904	T	Butte
*Senior, Myrtle I.	1908	T	Livingston
*Sharo, Mable M.	1906	T	Anaconda
Shepard, M. Pearl (Ward)	1911	T	Dillon
*Sherman, Cornelia F. (Wade)	1906	T	Polson
*Showers, E. Sophia	1907	T	Anaconda
Sherry, Inez B.	1912	T	Crow Agency
*Slocum, Mettie V.	1910	T	Arlee
Smith, Mable A.	1911	T	Helena
*Smith, Theo E.	1909	B. Pd.	Helena
*Snook, Elizabeth	1906	T	Forsyth
Southmayd, Minnie L. (Hawker)	1906	B. Pd.	Sand Point, Ida.
*Squire, Edna	1900	T	(Died Sept. 23, 1908)
*Stebbins, Frances C.	1911	T	Whitehall
*Stenz, Helen (Cutting)	1907	T	Butte
*Sterling, Bessie J. (Farrell)	1899	P	Ronan
*Stocker, Eva E.	1908	T	Grant
*Stonecliffe, Ida E.	1908	T	Colomae, Mich.
*Storey, Bessie M.	1909	B. Pd.	Lewistown
Sullivan, Carolyn L.	1913	T	Alder
*Sullivan, Katherine	1909	T	Butte
*Sutherland, Esther H.	1905	T	Seattle, Wash.
*Sutherland, Elizabeth L.	1912	B. Pd.	Lewistown

NAME	YEAR	COURSE	RESIDENCE
Taylor, Florence G.	1913	T	Hamilton
Taylor, Hazel M.	1912	T	Sheridan
*Taylor, Iva (Davidson)	1905	T	Polson
Taylor, Lucy M.	1912	T	Sheridan
*Taylor, Nellie M.	1909	B. Pd.	Augusta
*Templeton, M. Echo	1905	T	Anaconda
*Templeton, Minnie M.	1910	T	Anaconda
*Templeton, Myrtle M.	1908	T	Anaconda
*Thomas, Annie L.	1903	T	Anaconda
*Thompson, Gertrude M.	1910	T	Anaconda
*Thompson, Mamie (McIntosh)	1904	T	Dillon
*Tintinger, Lena E.	1912	T	Cascade
*Tooley, Harriet E. (Waldorf)	1900	E	Twodot
*Toothacker, Ruby E. (Simpson)	1906	T	Spokane, Wash.
*Torreyson, Fannie S.	1908	T	Red Lodge
*Tower, Mayme E. (O'Brien)	1903	T	Sheridan
*Valentine, Olive Adelle	1905	T	Tacoma, Wash.
*VanDoren, Montana M. (Myers)	1904	T	Livingston
*Van Etten, Maidie (Rife)	1901	T	Butte
Vines, Ethel M.	1913	T	Butte
*Vogel, Jacob W.	1909	B. Pd.	Lewistown
*Walker, Lucy M. (Ford)	1901	T	Dillon
*Wall, Nevada M.	1909	T	Melrose
Walsh, Florence	1912	T	Helena
*Ward, Ruth B.	1908	T	Laurel
*Wartenweiler, Laura (Simons)	1904	F	Johannesburg, So. Africa
*Watkins, Maude A. (Stone)	1907	T	Portland, Ore.
*Watson, Mary (Gorman)	1910	T	Dillon
*Wells, Samuel Pitts	1907	T	Isle of Pines, W. I.
Weenink, Mildred L.	1910	T	Bedford, Ind.
*Wesch, Rosamond A.	1908	B. Pd.	Billings
White, Catherine	1914	T	Billings
Wigand, Etta	1913	B. Pd.	Billings
Williams, Olga A. (Landt)	1908	T	Seattle, Wash.
*Williams, Phoebe (Comfort)	1899	P	Virginia City
*Willis, Catherine (Paxton)	1900	E, 1904 B. Pd.	Dillon
*Willis, L. Fern (Clark)	1908	T	Glasgow
*Wilson, Elva A.	1910	B. Pd.	Bozeman
*Wilson, Mary Lee	1904	T	Helena
*Winters, Gladys	1910	B. Pd.	Polaris
Wolverton, Valeria (Van Osdol)	1903	F	Helena
Wood, Anna A. (Sicora)	1906	B. Pd.	Red Lodge
*Woodward, Mary	1904	T	Divide
*Wright, Myrtle L.	1905	B. Pd.	Lewistown
*Wyatt, Wm. R.	1907 T, 1912	B. Pd.	Missoula

General Enrollment, 1913-1914

NAME	RESIDENCE
Adams, Ethel.....	DillonBeaverhead Co.
Andrews, Angie.....	Missoula, 222 S. 4th St.....Missoula "
Barrett, Ethyl.....	ClemonsLewis and Clark "
Barrett, Mamie.....	Butte, 1114 Utah St.....Silver Bow "
Barsch, Gladys.....	Fort BentonChoteau Co.
Bauman, Anna L.....	LivingstonPark "
Beane, Eunice E.....	Clyde Park.....Park "

NAME

RESIDENCE

Beck, Nellie.....	Billings	Yellowstone Co.
Benedick, Iva L.....	Plains	Sanders "
Bennett, Bessie M.....	Missoula	Missoula "
Betz, Lillian.....	Glasgow	Valley "
Bird, Verna.....	Twin Bridges.....	Madison "
Bothwell, Belle.....	Anaconda	Deer Lodge "
Bourbon, Minnie.....	Broadview	Yellowstone "
Brennan, Zeta.....	Butte	Silver Bow "
Bryan, Nettie Frances.....	Elliston	Powell "
Buhler, Justina E.....	Polson	Flathead "
Burke, Julia.....	Butte	Silver Bow "
Carlson, Frances.....	Farmington	Teton "
Chandler, E. Harriet.....	Potomac	Missoula "
Chandler, Eliza.....	Potomac	Missoula "
Clark, Helen L. K.....	Hamilton	Ravalli "
Collins, Beatrice.....	Livingston	Park "
Conley, Marie E.....	Anaconda	Deer Lodge "
Connell, Bernice B.....	Holter	Lewis and Clark "
Connolly, Elizabeth.....	Butte, 293 Quartz St.....	Silver Bow "
Cotter, May.....	Townsend	Broadwater "
Coughlin, Evelyn.....	Helmville	Powell "
Courtney, Mildred.....	South Butte	Silver Bow "
Crangle, Mary Adelaide.....	Butte, 515 W. Galena St.....	Silver Bow "
Crary, May.....	Sheridan	Madison "
Daniel, Nelle L.....	Garden Grove, Ia.	
Darnall, Hazel E.....	Dillon	Beaverhead "
Darnall, Nellie M.....	Dillon	Beaverhead "
Davies, Mrs. Ada F.....	Fromberg	Carbon "
Davies, Thomas M.....	Fromberg	Carbon "
Dissett, Bessie.....	Philipsburg	Granite "
Dodds, Louise.....	Plains	Sanders "
Driscoll, Julia M.....	Butte	Silver Bow "
Drummond, Rosa.....	Electric	Park "
Duff, Mabel.....	Drummond	Granite "
Edwards, Mabel Leone.....	Marion	Flathead "
English, Jennie.....	Big Sandy	Hill "
Epler, Howard B.....	Billings	Yellowstone "
Fagan, Mary A.....	Lima	Beaverhead "
Finnegan, Agnes.....	Butte	Silver Bow "
Ford, May O.....	Butte	Silver Bow "
Garvin, Margaret M.....	Butte	Silver Bow "
Giudici, Carrie A.....	Dillon	Beaverhead "
Goddard, Ethel.....	Livingston	Park "
Goodwin, Geraldine.....	Butte	Silver Bow "
Goss, Stella M.....	Park City	Stillwater "
Greenough, Helen M.....	Butte, 937 W. Copper St.....	Silver Bow "
Harding, Ruth.....	Butte, 1927 Grand Ave.....	Silver Bow "
Harrington, Anna.....	Butte, 837 W. Quartz St.....	Silver Bow "
Helterline, Eda.....	Plains	Sanders "
Hildreth, Laura F.....	Medicine Lodge.....	Beaverhead "
Hollister, Louise.....	Missoula	Missoula "
Huff, Eria.....	Bozeman, 110 Rouse St.....	Gallatin "
Hulls, Hazel M.....	Manhattan	Gallatin "
Hungate, Mabel.....	Dell	Beaverhead "
Hunsaker, Dell L.....	Bond	Beaverhead "
Irwin, Rachel E.....	Billings	Yellowstone "
Irvine, Bernice E.....	Cardwell	Jefferson "
Jacoby, Myrtle E.....	Fort Benton	Choteau "

NAME	RESIDENCE
Jackson, Ella C.....	Ft. Benton Choteau Co.
Jackson, Mattie C.....	Oxnard, Calif.
Job, Thisle C.....	Des Moines, Ia.
Leach, Ida Ellen.....	Manhattan Gallatin "
Johnson, Bertha A.....	Belt Cascade "
Judson, Nina.....	Great Falls Cascade "
Keeney, Jane.....	Great Falls Cascade "
Kelley, Mrs. Alzina H.....	Stanford Fergus "
Kerrigan, Ella.....	Red Lodge..... Carbon "
Kirk, Nina M.....	Lewistown Fergus "
Kramer, Wilhelmina.....	Butte Silver Bow "
Learmouth, Clarice J.....	Lewistown Fergus "
Lenox, Naomi A.....	Dillon Beaverhead "
Le Page, Yvonne C.....	Anaconda Deer Lodge "
Lepper, Florence M.....	Havre Hill "
Lindlief, Helen.....	Divide Silver Bow "
Lowther, Evangeline.....	Butte Silver Bow "
Luther, Erna E.....	Great Falls Cascade "
Macaulay, Cora.....	Lewistown Fergus "
MacDonald, Susie.....	Philipsburg Granite "
MacMillan, Helen.....	Anaconda, 801 Birch St..... Deer Lodge "
Manthey, Elizabeth J.....	Stockett Cascade "
Marchesseau, Mae E.....	Polaris Beaverhead "
Martin, Florence.....	Anaconda Deer Lodge "
Masters, Clara M.....	Alma Hill "
Mayer, Pearl M.....	Augusta Lewis and Clark "
McDonnell, Elizabeth D.....	Cameron Madison "
McGovern, Zita.....	Butte Silver Bow "
McGrady, Lucy.....	Anaconda Deer Lodge "
McRae, Agnes.....	Anaconda Deer Lodge "
Miller, Maud J.....	Belgrade Gallatin "
Metlen, Warner.....	Helena Lewis and Clark "
Minich, Alice I.....	Forest Grove Fergus "
Mohr, Alvina E.....	Philipsburg Granite "
Morgan, Mayme.....	Miles City Custer "
Mores, Carrie.....	Havre Hill "
Mulcahy, Kate.....	Cascade Cascade "
Murphy, Sadie F.....	Boulder Jefferson "
Myers, M. Florence.....	Anaconda Deer Lodge "
Nelson, Pearl V.....	Klein Musselshell "
Nord, Sadie I.....	Saugus Custer "
North, Edith J.....	Livingston Park "
Neal, Myda.....	Livingston Park "
O'Connell, Kathleen.....	Marysville Lewis and Clark "
O'Brien, Leah.....	Sheridan Madison "
O'Brien, Alice K.....	Butte Silver Bow "
O'Hare, Lilly.....	Sweet Grass..... Teton "
O'Leary, Helen.....	Butte Silver Bow "
Owens, Lucy.....	Red Lodge Carbon "
Parrish, Mary A.....	Bozeman Gallatin "
Pendergast, Marguerite A.....	Jackson Beaverhead "
Pendergast, Jean M.....	Jackson Beaverhead "
Peterson, Mabel L.....	Eudora Flathead "
Pittorf, May Grace.....	Great Falls Cascade "
Poindexter, Margaret.....	Dillon Beaverhead "
Potter, Mary M.....	Columbus, Ohio
Power, Clyde.....	Dillon Beaverhead "
Powers, Martha.....	Great Falls Cascade "

NAME

RESIDENCE

Price, Richard M.	Dillon	Beaverhead Co.
Pye, Gladys M.	Hamilton	Ravalli "
Quann, Mary T.	Raynesford	Cascade "
Reilly, M. Catherine.	Hedgeville	Meagher "
Roberts, Lydia.	Dillon	Beaverhead "
Roe, Alice.	Dillon	Beaverhead "
Roney, Alice E.	Anaconda	Deer Lodge "
Ryan, Isabelle.	Salmon, Ida	
Schmidt, Carl.	Lewistown	Fergus "
Schowe, Edith.	Sheridan	Madison "
Scott, Carolyn J.	Froid	Sheridan "
Sears, Delpha.	North English, Iowa	
Sellers, Louise J.	Forest Grove	Fergus "
Seidensticker, Mabel.	Twin Bridges	Madison "
Simmons, Edna Masie.	Ballantine	Yellowstone "
Simms, Amy.	Saco	Valley "
Slusher, Carrie.	Great Falls	Cascade "
Smith, Bessie J.	Harlowtown	Meagher "
Smith, Hansine.	Creston	Flathead "
Smithson, Hazel.	Harlem	Blaine "
Sorsoliel, Myrtle T.	Wolf Creek	Lewis and Clark "
Spencer, Ray W.	Yellowstone, Mont.	
Springle, May L.	Dillon	Beaverhead "
Starr, Violet F.	Springdale	Sweet Grass "
Stephens, Carrie V.	Twin Bridges	Madison "
Stevens, Mary C.	Butte	Silver Bow "
Stingley, Mary Elsie.	Lewistown	Fergus "
Stratton, Hazel O.	Jackson	Beaverhead "
Styth, Beryl N.	Terry	Custer "
Sullivan, Agnes.	Butte	Silver Bow "
Sullivan, Anna M.	Anaconda	Deer Lodge "
Sutherland, Mona L.	Hamilton	Ravalli "
Sutherland, Mary.	Hamilton	Ravalli "
Thomas, Esther.	Dillon	Beaverhead "
Thomas, Juanita.	Dillon	Beaverhead "
Thompson, Alpha May.	Ekalaka	Fallon "
Thompson, Bertha.	Alberton	Missoula "
Thompson, Blanche.	Clinton	Missoula "
Thompson, Huldah.	Anaconda	Deer Lodge "
Torreyson, Mabel C.	Red Lodge	Carbon "
Tower, Mrs. Burt A.	Dillon	Beaverhead "
Tressler, Ilo.	Malta	Valley "
Underwood, Pearl E.	Joliet	Carbon "
Wall, Alice V.	Ogden, Utah	
Wallace, Agnes M.	Anaconda	Deer Lodge "
Weldon, Frances Graham.	Butte	Silver Bow "
White, Mary Catherine.	Billings	Yellowstone "
Wigand, M. Etta.	Spring City, Utah	
Whitlock, Elsie Marion.	Belfry	Carbon "
Yearian, Irene Gertrude.	Dillon	Beaverhead "
Young, Margaret E.	Three Forks	Gallatin "
Zuidema, Anna.	Farmington	Teton "

Summer Quarter Enrollment

NAME	RESIDENCE	
Abbott, Leslie.....	Columbia Falls.....	Flathead Co.
Andrus, Fern.....	Nicholia	Beaverhead "
Arthur, Maud A.....	Belt	Cascade "
Ayres, Mabel.....	Polson	Flathead "
Bauman, Anna L.....	Livingston	Park "
Bears, Thamar.....	Boise, Idaho	
Bell, Bessie M.....	Pompey's Pillar	Yellowstone "
Bishop, Margaret K.....	St. Regis	Missoula "
Brooke, Martha E.....	Whitehall	Jefferson "
Brundage, Rita.....	Monida	Beaverhead "
Buhler, Justina E.....	Polson	Flathead "
Bush, Harriet E.....	Pony	Madison "
Buller, Mrs. C. R.....	Garneill	Fergus "
Caldwell, Margaret.....	Dillon	Beaverhead "
Calhoun, Mary M.....	Billings	Yellowstone "
Cameron, Lulu.....	Missoula	Missoula "
Carruthers, Verna.....	Dillon	Beaverhead "
Cary, Maude E.....	Great Falls	Cascade "
Chandler, Harriet E.....	Potomac	Missoula "
Clark, Helen L. K.....	Hamilton	Ravalli "
Cleveland, Inez.....	Ekalaka	Custer "
Cochran, Effa.....	Eldorado Springs, Mo.	
Collings, Susie.....	Harlowton	Meagher "
Craig, Ralph S.....	Sweet Grass	Teton "
Crary, May.....	Sheridan	Madison "
Culpepper, Sammie.....	St. Regis	Missoula "
Curry, Mamie.....	Great Falls	Cascade "
Daniel, Nellie.....	Garden Grove, Iowa	
Davies, Thomas.....	Fromberg	Carbon "
Davies, Mrs. Ada M.....	Fromberg	Carbon "
Dick, Hazel.....	Worden	Yellowstone "
Dissett, Bessie.....	Philipsburg	Granite "
Egan, Marie.....	Butte	Silver Bow "
Ettien, Susie.....	Alberton	Missoula "
Ferguson, Minnie.....	Roundup	Musselshell "
Falconer, Hannah Lora.....	Bismark, N. Dak.	
Frazier, Mayme.....	Ashton, Idaho	
Gile, Ethel M.....	Sheridan	Madison "
Gilroy, Mollie C.....	Butte	Silver Bow "
Gleeson, Grace.....	Butte	Silver Bow "
Gorman, Stella.....	Maiden	Fergus "
Gravez, Malinda A.....	Creston	Flathead "
Gray, Mary Blakesley.....	Choteau	Teton "
Greenough, Elsie M.....	Butte	Silver Bow "
Hall, Lola V.....	Belgrade	Gallatin "
Harrison, Elizabeth.....	Butte	Silver Bow "
Hatch, Edith.....	Dillon	Beaverhead "
Helterline, Eda.....	Plains	Sanders "
Henderson, Albert.....	Belfry	Carbon "
Hendrickson, Sara.....	Eureka	Lincoln "
Hensler, Elsie M.....	Great Falls	Cascade "
Hogan, May Belle.....	Butte	Silver Bow "
Hollister, Louise.....	Missoula	Missoula "
House, Lottie.....	Glasgow	Valley "
Howe, Mary.....	Bonner, Idaho	

NAME	RESIDENCE
Joyce, Margaret C.....	Chinook Blaine Co.
Judson, Nina F.....	Great Falls Cascade "
Kelso, Edgar E.....	Belfry Carbon "
Kies, Susie.....	Gilt Edge Fergus "
Lowney, Agnes.....	Butte Silver Bow "
Lowery, Alice.....	White Oak, Iowa
Manthey, Elizabeth.....	Stockett Cascade "
Malee, Mabel.....	Silver Bow Silver Bow "
Maurer, Hazel L.....	Dillon Beaverhead "
McBratney, Jennie A.....	Great Falls Cascade "
McCann, Doris.....	Butte Silver Bow "
McDonald, Susie.....	Philipsburg Granite "
McFadden, Jose.....	Laurin Madison "
McPhail, Nettie.....	Drummond Granite "
McRoberts, Jen. B.....	Bozeman Gallatin "
Menzie, Elsie.....	Dutton Teton "
Minich, Alice.....	Forest Grove Fergus "
Moddrell, Edith.....	Laurel Yellowstone "
Moore, Katherine.....	Lewistown Fergus "
Moore, Mary Elizabeth.....	Lewistown Fergus "
Neal, Ruth Happy.....	Butte Silver Bow "
Norris, Grace Elizabeth.....	Drummond Granite "
Nunn, Mrs. Louise E.....	Stevensville Ravalli "
O'Brien, Alice.....	Helena Lewis and Clark "
O'Brien, Leah R.....	Sheridan Madison "
O'Brien, Rose Cecelia.....	Plevna Fallon "
Owens, Lucy.....	Red Lodge Carbon "
Parrish, Mary.....	Bozeman Gallatin "
Perring, Irene.....	Salesville Gallatin "
Peterson, Emma.....	Howie Sweet Grass "
Pollinger, Ruth M.....	Pony Madison "
Roberts, Lydia.....	Ballantine Yellowstone "
Roe, Alice.....	Dillon Beaverhead "
Rowland, Hannah.....	Excelsior, Mo.
Schermerhorn, G. M.....	Power Teton "
Seidnick, Mabel.....	Butte Silver Bow "
Selleck, Katie A.....	Roscoe Carbon "
Selva, Ruth.....	Columbia Falls Flathead "
Shellenbarger, Mrs. H.....	Bozeman Gallatin "
Shiell, Nettie.....	Garniell Fergus "
Simmons, Emily.....	Ballantine Yellowstone "
Singleton, Ethel E.....	Antelope Sheridan "
Slusher, Carrie.....	Great Falls Cascade "
Smith, Hansine.....	Creston Flathead "
Stratton, Hazel.....	Jackson Beaverhead "
Stebbins, Frances E.....	Whitehall Jefferson "
Sullivan, Carolyn.....	Tacoma, Wash.
Sullivan, Agnes.....	Butte Silver Bow "
Swanson, Elvira.....	Butte Silver Bow "
Torreyson, Mabel C.....	Red Lodge Carbon "
Tower, E. H.....	Nampa, Idaho
Townsend, Grace.....	Stevensville Ravalli "
Uhl, Bertha.....	Clyde Park Park "
Walker, Anna D.....	Anaconda Deer Lodge "
Warner, Anna A.....	Drummond Granite "
White, Catherine Mary.....	Billings Yellowstone "
Wilcox, Grace.....	Lima Beaverhead "

Music Students, 1913-1914

PIANO DEPARTMENT

NAME		RESIDENCE	
Andrus, Barbara.....	Dillon	Beaverhead	Co.
Andrus, Fern.....	Dillon	Beaverhead	"
Bechtel, Mary.....	Dillon	Beaverhead	"
Bird, Lela.....	Dillon	Beaverhead	"
Brownback, Dr. Geo. G.....	Dillon	Beaverhead	"
Brundage, Dorothy.....	Dillon	Beaverhead	"
Bowden, Blanch.....	Dillon	Beaverhead	"
Bowden, Geraldine.....	Dillon	Beaverhead	"
Bryan, Nettie.....	Elliston	Powell	"
Burke, Julia.....	Butte	Silver Bow	"
Cashmore, Mrs. Grace.....	Dillon	Beaverhead	"
Christman, Isabel.....	Dillon	Beaverhead	"
Christman, Beatrice.....	Dillon	Beaverhead	"
Cameron, Leslie.....	Missoula	Missoula	"
Cleveland, Inez.....	Ekalaka	Custer	"
Cox, Catherine.....	Dillon	Beaverhead	"
Conger, Clare.....	Dillon	Beaverhead	"
Cushing, Ralph.....	Dillon	Beaverhead	"
Elliott, Mildred.....	Dillon	Beaverhead	"
Erwin, Myrl.....	Dillon	Beaverhead	"
Gleeson, Grace.....	Dillon	Beaverhead	"
Gorman, Estella.....	Dillon	Beaverhead	"
Hall, Lola V.....	Belgrade	Gallatin	"
Henneberry, Mae.....	Dillon	Beaverhead	"
Hildreth, Laura.....	Medicine Lodge	Beaverhead	"
Irvin, Rachel.....	Billings	Yellowstone	"
Jackson, Mrs. M. C.....	Oxnard, Cal.		
Knotts, Estella.....	Dillon	Beaverhead	"
Lacy, Mae.....	Dillon	Beaverhead	"
Lacy, Opal.....	Dillon	Beaverhead	"
LaCroix, Lovera.....	Dillon	Beaverhead	"
Maurer, Gladys.....	Dillon	Beaverhead	"
Maurer, Hazel.....	Dillon	Beaverhead	"
Metlen, Elizabeth.....	Dillon	Beaverhead	"
Mosher, Mrs. Ray.....	Dillon	Beaverhead	"
McKnight, Nellie.....	Dillon	Beaverhead	"
McMillan, Mrs. Hugh.....	Dillon	Beaverhead	"
McCauley, Rachel.....	Dillon	Beaverhead	"
McNinch, May.....	Dillon	Beaverhead	"
McBratney, Jennie.....	Great Falls	Cascade	"
Owens, Lucy.....	Red Lodge	Carbon	"
Pignon, Ruth.....	Dillon	Beaverhead	"
Pendergast, Helen.....	Klein	Musselshell	"
Potter, Mary.....	Dillon	Beaverhead	"
Phillips, Mary Hester.....	Dillon	Beaverhead	"
Perring, Irene.....	Salesville	Gallatin	"
Roberts, Lydia.....	Dillon	Beaverhead	"
Roseneau, Dorothy.....	Dillon	Beaverhead	"
Roy, Alice.....	Bozeman	Gallatin	"
Smith, Nina.....	Dillon	Beaverhead	"
Smith, Rachael.....	Dillon	Beaverhead	"
Smith, Florence.....	Dillon	Beaverhead	"
Smith, Geraldine.....	Dillon	Beaverhead	"

NAME	RESIDENCE
Staudaher, Katherine.....	Dillon Beaverhead Co.
Stoller, Caroline.....	Dillon Beaverhead "
Stone, Martha.....	Dillon Beaverhead "
Stone, Warren.....	Dillon Beaverhead "
Simmons, Edna.....	Ballantine Yellowstone "
Selleck, Katie A.....	Roscoe Carbon "
Torreyson, Mabel.....	Red Lodge Carbon "
Tressler, Ilo.....	Malta Valley "
Weenink, Evelyn.....	Dillon Beaverhead "
Willard, Pauline.....	Dillon Beaverhead "
Wyatt, Ruby.....	Missoula Missoula "

VOCAL DEPARTMENT

Andrus, Fern.....	Dillon Beaverhead Co.
Brownback, Dr. Geo. G.....	Dillon Beaverhead "
Carruthers, Verna.....	Dillon Beaverhead "
Cox, Mrs. John.....	Dillon Beaverhead "
Henneberry, Mae.....	Dillon Beaverhead "
Herrick, Lucy.....	Dillon Beaverhead "
Jamesson, Wm. Welby.....	Dillon Beaverhead "
Knotts, Estella.....	Dillon Beaverhead "
Lacy, May.....	Dillon Beaverhead "
Lowther, Evangeline.....	Butte Silver Bow "
Melton, George.....	Dillon Beaverhead "
McFadden, Jose.....	Billings Yellowstone "
McKnight, Nellie.....	Dell Beaverhead "
McBratney, Jennie.....	Great Falls..... Cascade "
Myers, Frances.....	Corvallis Ravalli "
Ostrander, Edna.....	Dillon Beaverhead "
Orr, Mrs. Matthew.....	Dillon Beaverhead "
Phillips, Mary Hester.....	Dillon Beaverhead "
Rifle, Mrs. A. S.....	Dillon Beaverhead "
Stratton, Hazel.....	Jackson Beaverhead "
Stevenson, Marjorie.....	Dillon Beaverhead "
Scott, Emma Agnes.....	Dillon Beaverhead "
Stoller, Carolene.....	Dillon Beaverhead "
Willard, Pauline.....	Dillon Beaverhead "

HARMONY DEPARTMENT

Andrus, Fern.....	Dillon Beaverhead Co.
Brownback, Dr. Geo. G.....	Dillon Beaverhead "
Cashmore, Mrs. Grace.....	Dillon Beaverhead "
Conger, Clare.....	Dillon Beaverhead "
Jackson, Mrs. M. E.....	Oxnard, Cal.
Mosher, Mrs. Ray.....	Dillon Beaverhead "
Phillips, Mary Hester.....	Dillon Beaverhead "

THEORY DEPARTMENT

Bechtold, Mary.....	Dillon Beaverhead Co.
Bird, Lila.....	Dillon Beaverhead "

STATE NORMAL COLLEGE

NAME	RESIDENCE
Brundage, Dorothy.....Dillon	Beaverhead Co.
Bowden, Geraldine.....Dillon	Beaverhead "
LaCroix, Lovenia.....Dillon	Beaverhead "
Maurer, Gladys.....Dillon	Beaverhead "
Metlen, Elizabeth.....Dillon	Beaverhead "
Roseneau, Dorothy.....Dillon	Beaverhead "
Smith, Rachel.....Dillon	Beaverhead "
Smith, Geraldine.....Dillon	Beaverhead "
Stone, Martha.....Dillon	Beaverhead "
Weenink, Evelyn.....Dillon	Beaverhead "
Wyatt, Ruby.....Dillon	Beaverhead "





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